

New Series

No. 1

BULLETIN
OF THE
**AMERICAN ASSOCIATION OF
COLLEGIATE REGISTRARS**

**PROCEEDINGS OF THE THIRTEENTH
NATIONAL CONVENTION**

BALTIMORE
THE JOHNS HOPKINS PRESS
JULY, 1925

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

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New Series

JULY, 1925

No. 1

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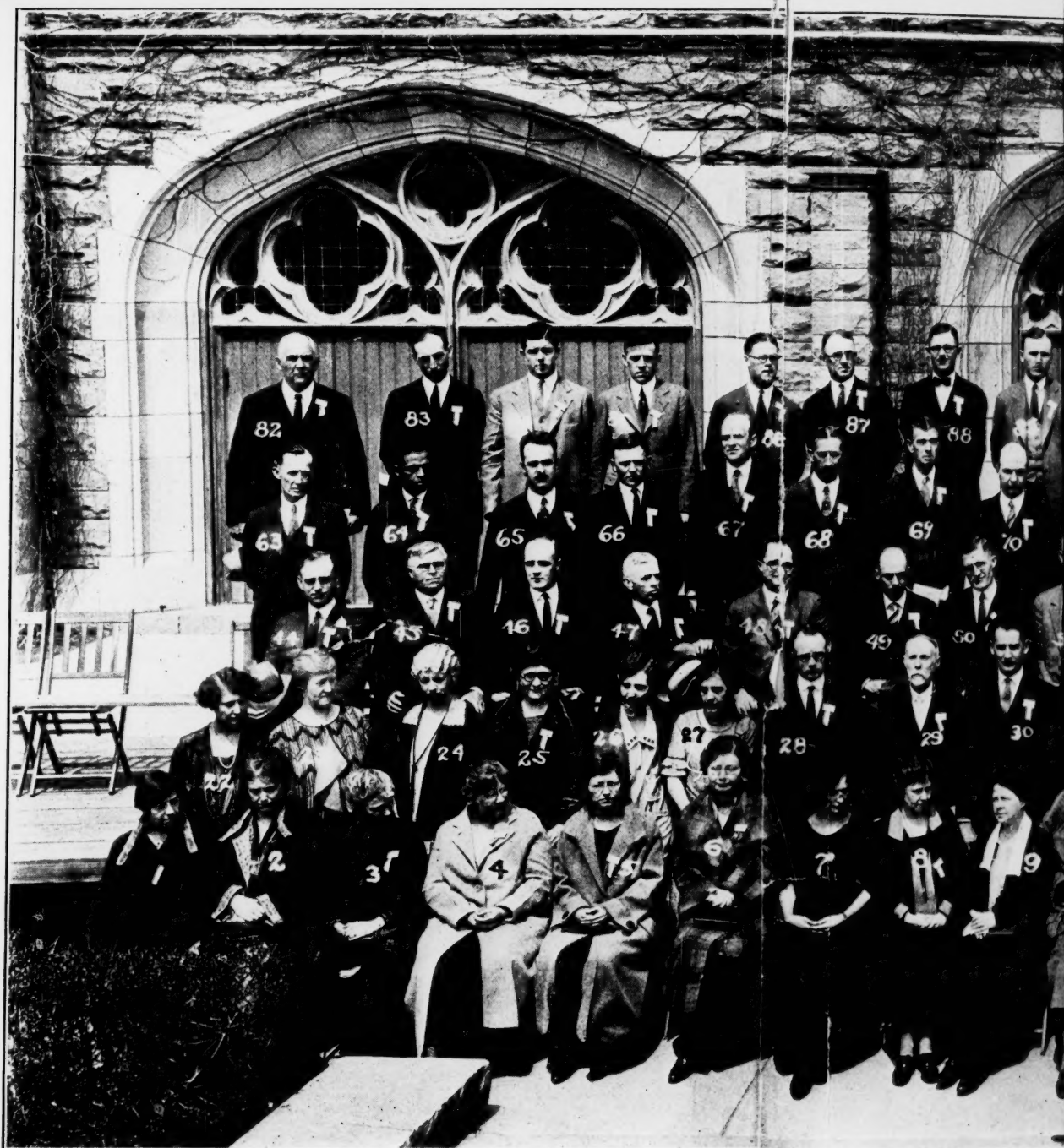
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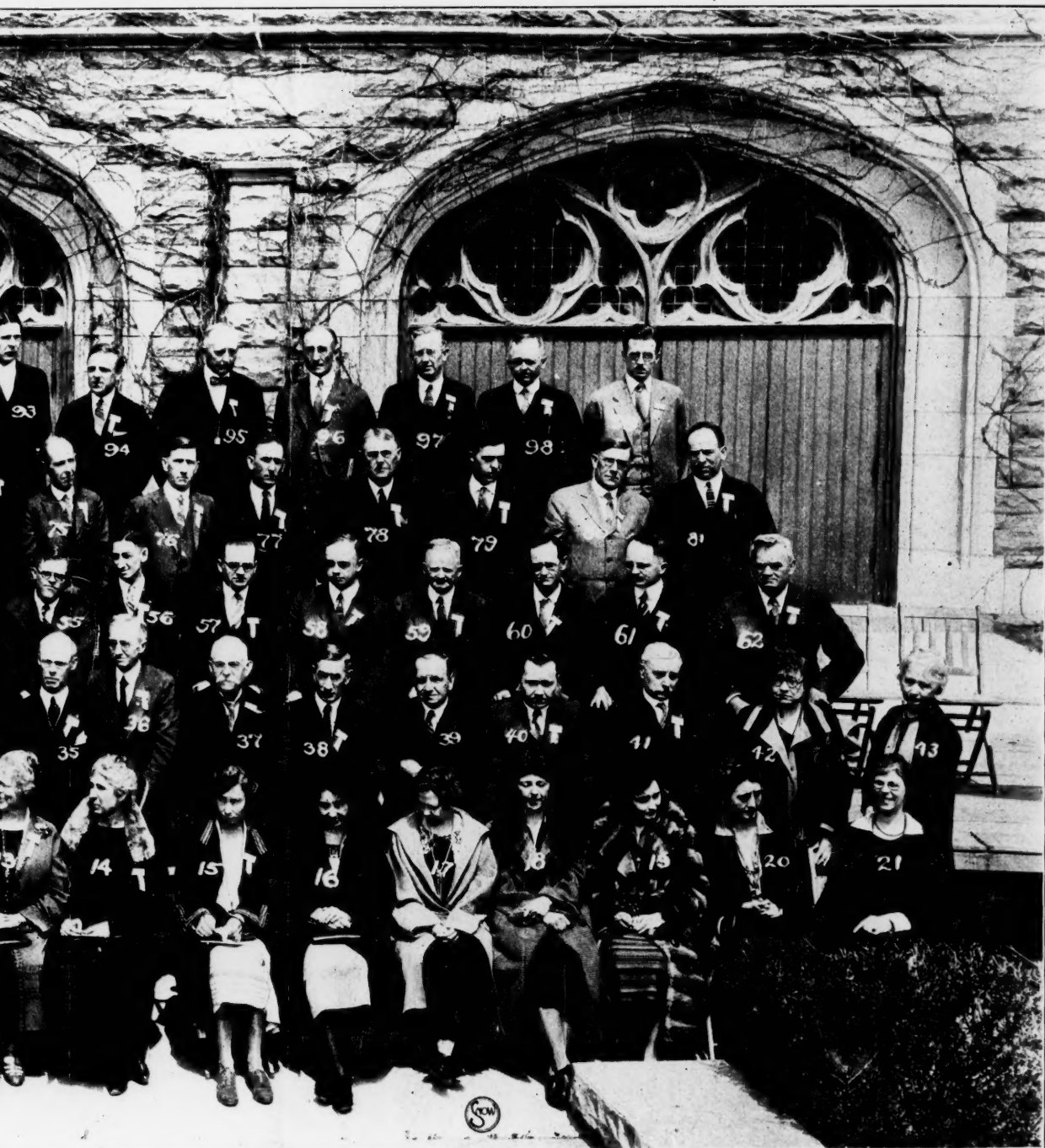
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PROCEEDINGS
OF THE
THIRTEENTH NATIONAL MEETING
AMERICAN ASSOCIATION OF
COLLEGIATE REGISTRARS

SESSIONS HELD IN THE MACKEY AUDITORIUM
UNIVERSITY OF COLORADO
APRIL 14, 15 AND 16,
1925

BOULDER

Where sunbeams dance throughout the livelong day,
And smiling valleys verdant stretch below
The everlasting hills that stand on guard;
Where old Arapahoe with snow-crowned head
In silent majesty keeps faithful watch,
Lies Boulder.

A sparkling gem adorning Nature's crown
(Set round about with rugged rocks, and streams
That rush through mighty canons, vast and deep;
Through which the cooling breath of glaciers blows)
Is Boulder.

The home of learning and of kindly hearts,
Of hospitable homes and friendly smiles:
Thou'lt linger long within the memory
Of those whose paths may lead their steps to thee,
Fair Boulder.

—Jennie Masters Tabb.

ORGANIZATION OF THE ASSOCIATION

OFFICERS 1924-1925

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University of Illinois
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Mr. T. C. Doolittle.....Colorado School of Mines
Mr. R. M. Carson.....Colorado State Teachers College

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Mr. J. B. Edmonson.....University of Michigan

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Mrs. Lelia G. Hartman.....University of Cincinnati
Mr. E. D. Grant.....Earlham College
Dr. O. L. Elliott.....Stanford University
Mr. E. J. Mathews.....Texas University

PUBLICITY

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Mr. J. G. Quick.....University of Pittsburgh
Mr. E. J. Norton.....University of Utah

AUDITING

Mr. G. O. Foster.....University of Kansas
Miss Linda J. Kincannon.....George Washington University
Mr. J. C. Littlejohn.....Clemson Agricultural College of
South Carolina

PROGRAM OF THIRTEENTH MEETING

ORDER OF SESSIONS

Tuesday, April 14

MORNING: 9.30—12.30

Registration and Introductions

Opening of the Convention: the President, Dr. Thomas J. Wilson, Jr.
Invocation—Rev. Lucius F. Reed, First Congregational Church,
Boulder.

Address of Welcome—Dr. George Norlin, President, University of
Colorado,

Response—Mr. J. H. Julian, Registrar, University of South Dakota.
"Educational Foreign Exchange"—Dr. David A. Robertson, Assist-
ant Director American Council on Education.

Convention Announcements—President Wilson and others.

AFTERNOON: 2.00—4.30

"Machine Methods Applied to the Compilation of Collegiate Statis-
tics"—Mr. Charles H. Maruth, State University of Iowa.

"The Junior High School and College Entrance Requirements"—Mr.
James B. Edmonson, University of Michigan.

"Registrarial Co-operation in Educational Research"—Registrar R.
M. West, University of Minnesota.

Convention Announcements.

Demonstration of Office Equipment, Registration Forms, etc.—In
charge of Mr. Howard E. Cooper, Registrar, School of Com-
merce, University of Denver.

EVENING: 6.30

Convention Banquet.

Arranged by Registrars Owen B. Trout and Howard E. Cooper,
University of Denver.

Address by His Excellency, the Governor of Colorado.

Wednesday, April 15

MORNING: 9.00—12.00

Vice-President, Mr. GEORGE P. TUTTLE, Presiding

"A Uniform Method of Reporting Grades of Student Organizations"
—Registrar H. H. Armsby, Missouri School of Mines and
Metallurgy.

"Report of the Committee on Uniform Blanks"—Registrar Charles R. Compton, The College of Wooster.

"Writing the History of an Educational Institution"—Dean Charles E. Friley, Agricultural and Mechanical College of Texas.

"An Experimental Measurement of the Teaching Load"—Registrar Mary Emma Poole, Northeast Missouri State Teachers College.

Convention Announcements.

AFTERNOON: 1.30—5.00

Registrar CHARLES E. FRILEY, Presiding

"The Honor System, Its Extent and Application"—Registrar Mary Taylor Moore, North Carolina College for Women.

Group Meetings for the Informal Discussion of Topics of General Interest to All Registrars:

(a) Institutions of Enrollment of 3000 and over—In charge of Registrar G. P. Tuttle, University of Illinois.

(b) Institutions of Enrollment of 2000 to 3000—In charge of Registrar A. O. Neal, University of Arizona.

(c) Institutions of Enrollment of 1000 to 2000—In charge of Registrar Josephine Morrow, Colorado College.

EVENING: 7.30—9.30

Open Forum for All Registrars—In charge of Registrar Ezra L. Gillis, University of Kentucky.

Thursday, April 16

MORNING: 9.00—12.00

"Personal Rating Systems—with Illustrations"—Registrar James C. Littlejohn, Clemson Agricultural College of South Carolina.

Address—"The Significance to the College of the Present Curriculum Revision Movement"—Dr. Jesse H. Newlon, Superintendent of Schools, Denver, Colorado.

"The Procedure of Registration as a Part of the Education of the Student"—Mr. Edwin Bicknell Stevens, University of Washington.

Informal Discussion—Two-Minute Talks by Registrars concerning New Features in their Work. Leader—Registrar James A. Gannett, University of Maine.

AFTERNOON: 1.30—4.30

"Report of the Committee on Educational Research"—Registrar R. N. Dempster, Johns Hopkins University.

Business Session:

(a) Reports of Committees.

(b) New Business.

(c) Announcements.

Adjournment.

DELEGATES IN ATTENDANCE AT THE THIRTEENTH
NATIONAL MEETING

ARIZONA

A. O. Neal, Registrar, University of Arizona, Tucson

ARKANSAS

F. L. Kerr, Registrar, University of Arkansas, Fayetteville

CALIFORNIA

H. C. Van Buskirk, Registrar, California Inst. of Tech., Pasadena
F. B. Steele, Recorder, University of California, Berkeley
Alfred Shryock, Secretary, College of Med. Evangelists, Loma Linda
C. Kilbourn, Mills College, Oakland
C. E. Corbin, Registrar, College of the Pacific, Stockton
Theron Clark, Registrar, University of Southern Calif., Los Angeles
O. L. Elliott, Registrar, Stanford University, Stanford
H. F. Clifton, Pasadena Junior College

COLORADO

Josephine Morrow, Registrar, Colorado College, Colorado Springs
T. C. Doolittle, Registrar, Colorado School of Mines, Golden
R. M. Carson, Registrar, Colorado State Teachers College, Greeley
O. B. Trout, Registrar, University of Denver, Denver
H. E. Cooper, Registrar, School of Commerce, University of Denver,
Denver
J. M. Payne, University of Denver
C. L. Andrews, University of Denver
Sister Mary Vivian, Loretto Heights College, Loretto
Sister Mary Dolorine, Loretto Heights College, Loretto
C. R. Burger, Registrar, University of Colorado, Boulder
B. A. Erskine, University of Colorado, Boulder
S. J. McCracken, State Agricultural College, Fort Collins
Tessie M. Degan, Adams State Normal School

IDAHO

Ella Oleson, Recorder, University of Idaho, Moscow
J. E. Retherford, Idaho Tech. Institute, Pocatello

ILLINOIS

G. P. Tuttle, Registrar, University of Illinois, Urbana
Cliff Guild, Registrar, Illinois Wesleyan University, Bloomington
J. A. Campbell, Registrar, Knox College, Galesburg
J. H. Goldthorpe, Registrar, Northwestern University, Evanston
Lorena M. Church, Registrar, Rockford College, Rockford
Ira M. Smith, Assistant Examiner, University of Chicago

INDIANA

Sarah E. Cotton, Registrar-Examiner, Butler Univ., Indianapolis
E. D. Grant, Registrar, Earlham College, Richmond

IOWA

J. R. Sage, Registrar, Iowa State College, Ames
C. H. Maruth, Assistant Registrar, Iowa State University, Iowa City
Ethel Murray, Registrar, Morningside College, Sioux City

KANSAS

F. T. Owen, Registrar, College of Emporia, Emporia
G. O. Foster, Registrar, University of Kansas, Lawrence
Helen Shaw, University of Kansas, Lawrence
Edna Teeter, University of Kansas, Lawrence
W. P. Beham, Ottawa University
Jessie McDowell Machir, Kansas State Agri. College, Manhattan

KENTUCKY

E. L. Gillis, Registrar, University of Kentucky, Lexington

MAINE

J. A. Gannett, Registrar, University of Maine, Orono

MARYLAND

Carrie Mae Probst, Registrar, Goucher College, Baltimore
R. N. Dempster, Registrar, The Johns Hopkins University, Baltimore
W. M. Hillegeist, Registrar, University of Maryland, Baltimore

MASSACHUSETTS

J. C. MacKinnon, Registrar, Mass. Inst. of Technology, Cambridge
Caroline B. Greene, Registrar, Mt. Holyoke College, South Hadley

MICHIGAN

J. B. Edmonson, University of Michigan, Ann Arbor
Elida Yakeley, Registrar, Mich. Agricultural College, East Lansing
C. P. Steimle, Registrar, Mich. State Normal College, Ypsilanti
Esther L. Swartz, Registrar, Battle Creek College, Battle Creek

MINNESOTA

R. M. West, Registrar, University of Minnesota, Minneapolis

MISSISSIPPI

G. L. Harrell, Registrar, Millsaps College, Jackson

MISSOURI

S. W. Canada, Registrar, University of Missouri, Columbia
H. H. Armsby, Registrar, Mo. School of Mines & Metallurgy, Rolla
G. E. Hoover, Registrar, Cent. Mo. State Teachers Coll., Warrensburg
Emma Poole, Registrar, Northeast Missouri State Teachers College, Kirksville
W. A. Rickenbrode, Registrar, Northwest Missouri State Teachers College, Maryville

NEBRASKA

T. A. F. Williams, Registrar, State Normal College, Chadron
B. A. Kennedy, Registrar, Creighton University, Omaha
Florence I. McGahey, Registrar, University of Nebraska, Lincoln
Miss E. Hewit, Assistant Registrar, University of Nebraska
Louisa E. Kennedy, Registrar, Nebraska Wesleyan Univ., University

NEW JERSEY

W. F. Kerr, Registrar, Princeton University, Princeton
Mrs. Olga Swoboda, Registrar, Stevens Inst. of Technology, Hoboken

NEW YORK

- E. J. Grant, Registrar, Columbia University, New York City
 G. H. Dwenger, Registrar, Long Island Col. Hospital Col. of Med.,
 Brooklyn
 F. H. Hagemeyer, Registrar, Teachers College, Columbia University,
 New York City

NORTH CAROLINA

- Mary Taylor Moore, Registrar, N. C. College for Women, Greensboro
 T. J. Wilson, Jr., Registrar, Univ. of North Carolina, Chapel Hill
 G. W. Paschal, Registrar, Wake Forest College, Wake Forest

OHIO

- Mrs. Lelia G. Hartman, Registrar, Univ. of Cincinnati, Cleveland
 F. Isabel Wolcott, Registrar, Oberlin College, Oberlin
 T. E. Steckel, Registrar, Ohio Wesleyan University, Delaware
 L. Bernice Garritt, Registrar, Western Reserve Univ. Col. for Women,
 Cleveland
 C. R. Compton, Registrar, College of Wooster, Wooster

OKLAHOMA

- Anna Lewis, Registrar, Oklahoma College for Women, Chickasha
 William Reeves, Registrar, Phillips University, Enid
 G. E. Wadsack, Registrar, University of Oklahoma, Norman

PENNSYLVANIA

- C. F. Ross, Registrar, Allegheny College, Meadville
 H. W. Holter, Registrar, Bucknell University, Lewisburg
 W. S. Hoffman, Registrar, Penn. State College, State College
 J. G. Quick, Registrar, University of Pittsburgh, Pittsburgh
 M. A. Calvin Frantz, Bus. Manager, Temple University, Philadelphia
 E. H. Hohman, Registrar, Temple University, Philadelphia

SOUTH CAROLINA

- J. C. Littlejohn, Registrar, Clemson Agri. College of S. C., Clemson
 College

SOUTH DAKOTA

- L. A. Stout, Registrar, Dakota Wesleyan University, Mitchell
 J. H. Julian, Registrar, Univ. of South Dakota, Vermillion
 D. B. Doner, Registrar, S. D. State College of Agri. & Mech. Arts,
 Brookings
 Mildred Kamman, State Teachers College, Spearfish

TEXAS

- Walker King, Registrar, College of Industrial Arts, Denton
 R. L. Brewer, Registrar, Southern Methodist University, Dallas
 E. J. Mathews, Registrar, University of Texas, Austin
 L. W. Bailey, Southern Methodist University, Dallas

UTAH

- E. J. Norton, Acting Registrar, University of Utah, Salt Lake City
 J. E. Hayes, Registrar, Brigham Young University, Provo

VIRGINIA

- Jennie M. Tabb, Registrar, State Teachers College, Farmville

WASHINGTON

- F. T. Barnard, Registrar, Bethany College, Bethany

WASHINGTON, D. C.

Linda Jane Kincannon, George Washington Univ., Washington, D. C.
F. D. Wilkinson, Howard University

WISCONSIN

C. A. Smith, Secretary of Faculties, Univ. of Wisconsin, Madison

WYOMING

R. E. McWhinnie, Registrar, University of Wyoming, Laramie

D. A. Robertson, American Council on Education

REGISTRATION OF MEETINGS

<i>Attendance</i>	<i>Year</i>	<i>Place</i>	<i>President and College</i>
24	1910	Detroit	A. H. Parrott, North Dakota Agricultural College, Chairman
30	1911	Boston	A. H. Espenshade, Pennsylvania State College, Chairman
38	1912	Chicago	A. H. Espenshade, Pennsylvania State College
23	1913	Salt Lake City	J. A. Cravens, Indiana University
46	1914	Richmond	E. J. Mathews, University of Tex.
55	1915	Ann Arbor	G. O. Foster, University of Kansas
69	1916	New York	Walter Humphreys, Massachusetts Institute of Technology
66	1917	Lexington	F. A. Dickey, Columbia University
106	1919	Chicago	A. W. Tarbell, Carnegie Institute of Technology.
107	1920	Washington, D.C.	E. L. Gillis, University of Kentucky
118	1922	St. Louis, Mo.	*A. G. Hall, University of Michigan
160	1924	Chicago	J. A. Gannett, University of Maine
105	1925	Boulder, Colo.	T. J. Wilson, Jr., University of North Carolina

MEMBERSHIP OF THE ASSOCIATION

1914	1915	1916	1917	1919	1920	1922	1924	1925
62	100	123	140	177	194	210	299	331

* Deceased.

THE CONSTITUTION *
INCLUDING AMENDMENTS ADOPTED AT THE THIRTEENTH
NATIONAL CONVENTION

ARTICLE I—NAME.

The name of the organization shall be the American Association of Collegiate Registrars.

ARTICLE II—PURPOSES.

The purposes of this association shall be to provide, by means of annual conferences and otherwise, for the spread of information on problems of common interest to its members, and to contribute to the advancement of education in America.

ARTICLE III—MEMBERSHIP.

Any officer charged with the duty of registration or of passing upon entrance credentials or of recording the standings of students in a recognized institution of higher learning in the United States or in Canada, shall be eligible to membership on payment of an annual due of five dollars. It is understood that membership is either institutional or personal. Any member of the Association is eligible for associate membership, without fee, upon retiring from the office of registrar of his institution.

Any member, who shall fail to pay his annual dues for two successive years, will, after notice in writing from the Treasurer, be dropped automatically from the list of members.

ARTICLE IV—OFFICERS.

1. The officers of this association shall be a president, a first vice-president, a second vice-president, a third vice-president, a secretary, and a treasurer. These officers shall be elected by ballot at each annual meeting, a majority vote of those present being necessary to election. They shall hold office from the adjournment of the meeting at which they are elected until the adjournment of the next annual meeting.

2. Duties of officers.

(a) It shall be the duty of the president to assume full responsibility for all the general activities of the association, to conduct all necessary correspondence with the members in regard to the annual program, and with the assistance of the Executive Committee to arrange the program. All bills must be approved by the president before payment. He shall refer to an auditing committee the annual report of the treasurer. In case the office of president becomes vacant the order of succession shall be first vice-president, second vice-president, third vice-president.

(b) It shall be the duty of the second vice-president to have charge of the campaign for extending the membership of the association.

(c) It shall be the duty of the secretary to keep an accurate list of the members of the association, correcting same from

* For the suggested revised constitution with the discussion, see pages 263-265.

time to time upon the advice of the treasurer. He shall be the custodian of the records of the association. He shall, with the assistance of a stenographer, keep the minutes of the annual meeting. He shall have in charge the printing and distributing of the proceedings of the annual meeting. He shall keep the minutes of meetings of the Executive Committee.

(d) In addition to the usual duties of the office, the treasurer shall collect the membership dues and shall report changes in the list of members to the president, the second vice-president and the secretary. He shall make an annual report to the Executive Committee.

ARTICLE V—EXECUTIVE COMMITTEE.

The officers named in Article IV shall constitute an executive committee, with power to fix the time and place of the next annual meeting, to assist the president in arranging the program, and to make other necessary arrangements.

ARTICLE VI—AMENDMENTS.

This constitution may be amended at any annual meeting by a two-thirds vote of the members present and voting.

TUESDAY MORNING SESSION

After the registration and introduction of delegates, President Thomas J. Wilson, Jr., called the Convention to order.

President WILSON: I know that all of us are glad that the time has now come for the opening of this Thirteenth National Convention of the American Association of Collegiate Registrars. We expect nothing but good luck during the course of this gathering and for the following reasons: it is the thirteenth meeting of the Association; a group of about thirteen of us arrived yesterday and started things going; we are, most of us, housed in the Boulderado Hotel on Thirteenth Street of this city; quite a number of us began our journey here on Friday; so we know we are bound to have success; we know that there is no other way around it. After such a beginning as this, we must have the best of luck.

We assure you that the Executive Committee has done beforehand what it could to make the meeting a success, and it appreciates your presence here. We hope that you will enjoy the meeting to the fullest extent.

The Convention will now be opened with prayer by the Rev. Lucius F. Reed, Pastor of the First Congregational Church of Boulder.

Dr. REED: Our gracious Father, whose purpose for Thy children is one of love, we thank Thee for this opportunity of meeting here this day from many homes and many places. We thank Thee that Thou are a never ending worker, that Thy creations never cease. We ask of Thee Thy presence with us, and a will to work with Thee. May we feel the relation of our task to the hope of Thy purpose for Thy children. Grant that we may never fail in our faith in a better world, and grant that we may never falter in our task in trying to make it a better world. Grant us grace to work with all men everywhere, to work with Thee for a new world of right-

eousness. Grant that the spirit of Spring may gladden our hearts, and may the fellowship of men cheer us, and may the spirit of service be with us. May Thy will be done. Amen.

PRESIDENT WILSON: Since our arrival in Boulder we have learned that in view of the fact that the legislature of this state is today closing its bi-annual meeting, it is imperative that the Governor, who was to speak to us tonight at the banquet, be at the State Capitol throughout the day. It is, therefore, necessary that a slight change be made in the program to fit the situation. Insead of an address of welcome by Dr. George Norlin, the President of the University, we shall have an address by Dean Oliver C. Lester, of the Graduate School of this institution, and Dr. Norlin will address us at the banquet this evening in the Boulderado Hotel.

DEAN LESTER: For your sakes I am sorry that circumstances are such that President Norlin cannot be here to speak a word of welcome; but although he could do it more fittingly, he could not do it with more sincerity than I.

I once thought that the duties of a Registrar consisted in copying items from one piece of paper to another. In the small college that I attended in my undergraduate days, that is about what the Registrar did when he had any existence at all. With the growth of our colleges and universities in numbers and in the intricacy of their organization, made necessary by the increasing scope of their work, the problems of the Registrar have also grown both in complexity and importance. In my work as a Dean I have come to know something of your difficulties and I do not wonder that you have found it advantageous, once a year to pool the results of your experiences in such a convention as this for your mutual benefit. To be perfectly frank, I fear that not a few of your troubles are due to a habit that Deans have of "passing the buck" to you on many puzzling questions. The Deans are not wholly to blame. They have their troubles also and must somehow defend themselves against the President, who first "passes the buck" to them. There being no one *lower* than a Registrar, he has to take the consequences.

There is a reason, sometimes given, for regarding a university as a learned institution: it is because the students bring so much knowledge to it and take so little away. We hope that in your case there will be somewhat more reciprocity as we feel sure that you are bringing much to us that will help us in our work. On our part, we shall try at least to leave with you some pleasant memories.

I am glad that your program is so arranged that it will not be all work; that the Faculty and the citizens of Boulder are to have the pleasure of providing something for your leisure hours. You will find that the University is a part of the City of Boulder, and that the City of Boulder and its citizens are a part of the University. They are fine folks to know.

We want you to feel that you are most cordially welcome. Not only are we pleased to have you here, but we take no little pride in the fact that you have chosen this University and this City as the place to hold your convention this year. I will not offer you the keys to the University because you will not need them. All our doors are wide open to you. We are yours to command, whether for work or play.

May your excursion to this high altitude and to this clear atmosphere enable you to see farther into your problems, and to see their solution more clearly than ever before!

President WILSON: I am sure the Association appreciates, Dr. Lester, your words of welcome; and I am going to ask one of our members, a man who has been with us a long time—I think he attended the third meeting of the Association, and has been with us at practically every meeting, if not every meeting, since our Association was formed—to respond. Mr. J. H. Julian, Registrar of the University of South Dakota.

Mr. JULIAN: Mr. Chairman and Dean Lester: I am sure that I will speak the sentiment of this Association when I say we are glad to be with you. No one realizes probably more deeply than the Registrar does that he is the under-dog and when you give us better than a mile high, it is "going some."

It seemed to me last night that the Fords even drive more

easily out here in this Colorado climate than they do in South Dakota, and they seem to breathe more freely when they get started.

Our Executive Committee is to be congratulated on its selection of the University of Colorado as the place of meeting for our Thirteenth National Convention. Amid such surroundings, where freedom of thought goes hand in hand with freedom of action and belief, our contacts are bound to culminate in fruitful results. The large attendance attests the value which our institutions attach to such conferences. To me, the benefits of a meeting of this character lie in the personal contacts made when college and university administrators associate with each other. Problems are discussed, ideas exchanged and opinions formed and re-formed; in fact, we pool the results of our experiences for re-creational purposes. It is not always possible to predict the outcome of our efforts; we are, nevertheless, endeavoring to find solutions to our problems.

As I say, we get a great deal by "rubbing up against" one another, and we find that all the problems of the registrars, of the deans and of the presidents are not peculiar to the institutions from which we may happen to come.

Before we arrived here we may have felt that our offices were the last word in registrarial efficiency, but I assure you that we shall not go away with any such view.

I am reminded of a situation which is alleged to have arisen in the early days of the State of Colorado in one of the mining towns. The miners were pulling off a dance which became wilder and wilder as the evening went on, for reasons which I do not care to mention. All of a sudden the music stopped and the orchestra leader announced that there would be no more music until he found out who it was that called the piccolo player a son-of-a-gun. Nothing was said for a moment until one man in the back of the room said, "Mr. Orchestra Leader, what I would like to know is, who it was that called the son-of-a-gun a piccolo player." (Laughter.)

Dean LESTER: We think the keys to Boulder and to the

University have all been thrown away, as every door appears to be wide open. We have met hospitality on every hand and we are glad of the opportunity to be here.

President WILSON: The next order of business is the appointment of the Convention Committees. These, in reality, have already been appointed and are printed on the program, copies of which have already been distributed. You will find the announcements on the second page. These committees have begun to function, and I know will continue with their jobs until the end of the meeting. I am not going to read the whole of this list, but I shall read the list of names and ask you to note that the first name of each division is the chairman of that committee:

REGISTRATION

Mr. C. R. BURGER.....University of Colorado
Mr. O. B. TROUT.....University of Denver
Mrs. JOSEPHINE MORROW.....Colorado College

INTRODUCTIONS

Mr. C. P. STEIMLE.....Michigan State Normal College
Mr. G. O. FOSTER.....University of Kansas
Miss F. I. MCGAHEY.....University of Nebraska
Mr. R. E. McWHINNIE.....University of Wyoming
Mr. T. C. DOOLITTLE.....Colorado School of Mines
Mr. R. M. CARSON.....Colorado State Teachers College

RESOLUTIONS

Mr. E. L. GILLIS.....University of Kentucky
Miss C. B. GREENE.....Mount Holyoke College
Dr. O. L. ELLIOTT.....Stanford University
Mr. J. B. EDMONSON.....University of Michigan

NOMINATIONS

Mr. R. M. WEST.....University of Minnesota
Mrs. LELIA G. HARTMAN.....University of Cincinnati
Mr. E. D. GRANT.....Earlham College
Dr. O. L. ELLIOTT.....Stanford University
Mr. E. J. Mathews.....Texas University

PUBLICITY

Mr. O. B. TROUT.....University of Denver
Mr. J. G. QUICK.....University of Pittsburgh
Mr. E. J. NORTON.....University of Utah

We shall now have the pleasure, and the profit, of hearing an address on "Educational Foreign Exchange," from Dr. David A. Robertson, Assistant Director of the American Council on Education, Washington, D. C.

Dr. ROBERTSON: The pleasure, I wish to assure you, is mine, and the honor, because I have had for many years the opportunity to know, as Dean Lester has known, the effects of organization; and, indeed, in the Association of American Universities, for which I served five years as secretary, I had occasion to emphasize the fact that this is one of the few educational organizations in the country which really gets down to "brass tacks." Indeed, you have a reputation among your own members for doing that a little bit too much. Two of your best members are not here. I think one wanted to come, but he didn't want to put his nose to the grindstone for a whole week, let us put it. He said that "they don't play enough at these conventions." It was, therefore, with great relief that I heard the announcement of Dean Lester, and I shall carry back to two of your distinguished members in the east, the word that you have improved even over what you were.

EDUCATIONAL FOREIGN EXCHANGE

By DAVID ALLAN ROBERTSON

Assistant Director, American Council on Education

Like money in the world of trade are degrees and other kinds of measurement in the academic world. The Carnegie Foundation for the Advancement of teaching many years ago set up a standard unit of admission defining it so that normally a graduate of a four year high school would secure sixteen at the end of his course. With these sixteen units a candidate can buy his way into college. In the course of a few years it has come about that students not uncommonly present nineteen to twenty-four units at the end of four years; and in 1923 in one state eight thrifty students logically argued that if nineteen or more might be secured in four years, the necessary minimum of fifteen might be secured in three years and admission to college assured. The president of the state college involved, believing the college legally bound to accept these applicants, held that in his opinion the students were not fully prepared unless they were gifted

students, that he would assume they were such and require them to make a grade of 90 in each subject of the first year, or in case they did not so succeed, he would require them to make up certain subjects approximating the work of the omitted fourth year of high school. A study by Dr. Clyde Furst of the Carnegie Foundation shows this change in the value of the unit at work in Massachusetts. During the last year, while investigating colleges for the Association of American Universities, I have found this same force at work in twenty-six states. The admission unit has not yet gone the way of the German mark; but it is in a fair way to follow the franc. There is another common measure with which we have to deal in the colleges, the "semester hour,"—another time measurement. Those who, like deans and registrars, serve as bankers for the trusting accumulators of these things know that the blithe acceptance of "semester hours" as of equal value is unwarrantable even within a single institution. The inequalities become conspicuous and popularly disturbing when exhibited in the grades assigned in the colleges or the graduate schools: a department of English, for example, has never conferred a doctorate, *summa cum laude*; in the same institution the department of Botany usually does so; Professor Black generally grades all his students in the highest group; Assistant Professor White grudges two-thirds of his class a C and gleefully marks one third below passing. What do the grades mean? What do the semester hours mean? What is the value of the degree based on these grades and semester hours? And so we develop experts—committees on classification in the regional associations, in the Association of American Universities and in the American Medical Association and other professional bodies; and within each institution committees on admission, examiners and registrars,—experts who must evaluate these various "semester hours" and other units. We sit like money changers in an Eastern bazaar dealing in coins from every corner of the earth; sometimes in our silent guessing we allow a pleasant stranger too much for an unfamiliar

silver piece; but usually like true money changers we conserve our rights by a profitable margin.

And if this is our situation in evaluating the credentials of migrant students from American colleges, what is the case of students from institutions abroad? What is the condition of our educational foreign exchange? What is the value of rare coins like the doctorate of the university or of the state, commoner ones like the baccalaureate of divers mintage, English, Scottish, French, or diplomas of lycees or technischen hochschulen, the licenciado, the diploma speciale di cultura scientifica, or the certificates of the skogshogskolan? Many educational authorities abroad say: "Send us only graduate students, those with degrees recognized by the Association of American Universities." Many American educators say: "We want graduate students, those with the bachelor's degree." I wonder if all these are not merely seeking relief from the chaos of credentials, and fondly, even beligerently, trusting that the bachelor's degree at least is current everywhere. But does the Oxford bachelor of literature have the same achievements as the American bachelor of philosophy, or the French bachelor? We know the differences. To attempt to make the baccalaureate pass everywhere current as of one value may express an admirable desire, but success in the attempt would only beg the question as long as the baccalaureate in different countries and even in one country stands for so many different things. Even if the time soon comes when all Chinese students present bachelor's degrees, can the American dean of a graduate school or the head of a department confidently accept all such baccalaureate degrees for admission to the graduate school?

There are 1,435 Chinese students in the United States today. Of these approximately 800 are regularly classified students. How successfully have we classified these students of China this year and in recent years? An Associated Press report of October 1, 1924, asserted that the Minister of Education had issued an edict against sending more students to the United States. It was asserted that most of the students

go to America because they easily obtain admission to American colleges. From teachers in American colleges in China the same complaint has come. "We try to maintain high American standards and attempt to hold our students to these requirements. But they go to America and receive a higher classification than we are willing to give them. Then they come back to China and laugh." In these two declarations is the measure of our failure. Through sheer friendliness and ignorance we have been too generous; consequently we are unfair to students, to American colleges in China, and to American colleges in the United States. Let me mention some illustrations of our ignorance. I say nothing of mastering the difficulties of learning about changing conditions in the Chinese schools up to the college level. I do not dwell on our ignorance of the Chinese language and such consequences as those due to the fact that characters have actually to be invented before western science can be taught in the vernacular. I shall not speak of our lack of knowledge of educational problems like the inevitable delay on mastering number work and other subjects when the mother tongue is so difficult and so recently developed for modern educational purposes. The Father of the Literary Revolution which has substituted the vernacular for the classical language for instruction in modern fields is Dr. Huh Shih, who is still, I am told, in his thirties. Let me speak only of some of our recent efforts to understand the colleges of China.

To appreciate the present status of higher education in China it is well to examine Bureau of Education Bulletin 1919, No. 44, by C. K. Edmunds, former President of Canton Christian College, entitled "Modern Education in China," and the valuable Bulletin No. 4, Third Series, of the Institute of International Education, published October 20, 1922, by Paul Monroe called "A Report on Education in China (For American Educational Authorities)." The publications (in English) of the Chinese National Association for the Advancement of Education are likewise useful, especially Bulletin 10, 1923, Volume II, "Higher Education in China," by Kuno

Ping-Wen, Ph. D., LL. D., President of National South-eastern University, Nanking. The Christian colleges are the special subject of "Christian Education in China," New York, Committee of Reference and Council, 1922. More useful still for registrars and deans is a report prepared by Dr. Yoshi Kuno in 1924 for the Association of American Universities' Committee on Oriental Institutions, President F. J. Goodnow, chairman. It is to be hoped that this will be printed and made available in time for the opening of the next college year. The publications of the League of Nations include the Bulletin of the International University Information Office under direction of the Committee on Intellectual Cooperation and a series of reports on intellectual life in various countries. So far these have been of rather general character. A publication projected by the American Council on Education is an American College and University Handbook, especially for the guidance of foreign students in our country but likely to be useful for all American college administrators. Your criticism of the proposed table of contents and your cooperation in assembling the material will be deeply appreciated. We shall try to make available for ourselves and for those of other countries those facts which we wish we had concerning the universities of other lands.

Dr. Kuno Ping-Wen gives some conception of the extent of higher education in China in the following tables:

PROFESSIONAL DISTRIBUTION OF COLLEGES

Kinds of School	No. of Schools	No. of Students	The Year's Expenditures
University	35	13,098	\$8,633,704
Teachers College.....	8	3,093	1,542,511
Agricultural College...	7	1,271	336,285
Technical College.....	13	2,026	802,863
Commercial College....	8	1,890	245,499
Medical College.....	7	832	625,588
Law College.....	33	10,864	1,008,191
Others	14	1,806	755,783
Total	125	34,880	\$13,950,424

DISTRIBUTION OF COLLEGES ACCORDING TO SOURCES
OF SUPPORT

Sources of Support	No. of Schools	No. of Students	The Year's Expenditures
National	30	10,535	\$6,254,452
Provincial	48	9,801	2,034,590
Private	29	10,524	1,203,699
Mission and foreign....	18	4,020	4,457,683
Total	125	34,880	\$13,950,424

Immediate knowledge of the one hundred and twenty-five Chinese institutions of higher learning would be interesting but is probably not necessary. What is required is information concerning those institutions which are sending 1,435 students to the colleges of the United States in 1925. Which these are can be determined by the registrars of American institutions. Which of these should be first studied should be determined by these college authorities. But at the outset let us be wary of the unfamiliar names. I have seen a list which included four names: "Nan Yang University"; "Nanyang University, Shanghai"; "University of Communications (which is conducted in Shanghai)" and "University of Communications (which is conducted in Nanyang)." But there is only one institution. The error is comparable to listing a famous American medical school thus: Harvard University, Harvard University, Cambridge; Medical School (which is conducted in Harvard); Medical School (which is conducted in Cambridge). But this is not all, as a matter of fact Nanyang University at Shanghai has been called by seven different names. On its transcripts combinations of its oldest and newest names have been used. So be careful about names. If each Chinese institution will then honor the American colleges represented in the American Council on Education by inviting the Council to undertake a study of the institution, the Council will

undoubtedly seek to learn all the facts needful to American educators who must relate Chinese students to the American system.

I emphasize the "needful facts" because these have not always been the basis of such classifications of Chinese universities as we have had. If the facts had been available would the opinions expressed in offered ratings have been so varied? In the spring of 1917 two reports, one dated June 15, 1917 and one dated April 16, 1917 were presented to the Association of American Universities through President Goodnow's committee on Oriental Institutions. Dr. R. M. McElroy of Princeton, who had personally inspected many Chinese colleges and universities was the author of one; Dr. C. K. Edmunds, for many years president of Canton Christian College wrote the other. Two competent observers in the same field at the same time expressed their opinions in ratings which included these disagreements:

Name of Institution	McElroy rating	Edmunds rating
Boone University, Wuchang.....	1	3
West China Union University....	3	1
Peking University, Methodist....	2	4
Pei Yang University.....	2	1
Shantung Christian University...	2	3

In 1924 a group of very distinguished presidents and professors in the United States, many of whom had visited China, placed Boone, West China and Shantung Christian College in the highest class. These educators in the United States placed Ginling College (for women), Nanking, in the highest group—"institutions graduates from which can be accepted without question for graduate work in American institutions." Educators in China, the Committee on Foreign Study for Chinese Women, within five years recommended a Ginling young woman as a "brilliant graduate student." The college to which she resorted, one of our best, found her not at all equipped for graduate work and, in the opinion of the dean, possibly ready for Junior year. Dr. McElroy in

1917 expressed an opinion that Ginling stood a little above an American high school. In 1924 Professor Kuno expressed his opinion that graduates of Ginling are ready for admission to an American college. There is the same variety of opinion concerning Tsing Hua College. The group of distinguished educators already mentioned held that Tsing Hua College was "of very high grade," "was doing very fair work," and that it "did not claim to do anything beyond the sophomore year of an American college, but it was preparing soon to build up a course equivalent to the full four year American college "course." In commenting on this a representative of Harvard said that this was an over-rating of Tsing Hua, which in his opinion was a good preparatory school somewhat extended. "Harvard," he said, "admits Tsing Hua graduates to sophomore standing." Colleges not far from Harvard have admitted Tsing Hua graduates to third year and to fourth year. Dr. Kuno thinks that those who were graduated from Tsing Hua after 1923, who ought not however to be admitted to engineering courses, can be admitted and allowed advanced standing of 60 units; and that those who were graduated prior to 1922 and those who seek to enter an engineering school and have been graduated since the reorganization can be admitted with 30 units of advanced standing. Here is a wide range of opinions from which you can choose. A Tsing Hua graduate may be sophomore, junior or senior. A Ginling graduate may be a college freshman, sophomore, junior, senior or graduate student who can secure a Master's degree in one year. There is eminent authority for each opinion.

Sincerely I say that the opinions are those of distinguished educators. The trouble is that we have been dealing with opinions. Authority lies not in the reputation of the holder of an opinion but in the facts. What we need in the evaluation of foreign institutions is the same body of facts we require in the case of domestic colleges. The Association of American Universities' Committee on Classification affords an illustration of useful procedure. For that Committee I

have studied some forty colleges and universities and have tried not to express an opinion concerning one of them. The result is that each report has been referred to the president of the institution who has checked my exhibits. From these statements of fact the Committee has made up its mind concerning each case. At each college a study of the records of the incoming freshman class showed how many conditioned students were admitted and why, from which secondary schools certificates were accepted, and from what institutions students were allowed advanced standing. When a college permitted a student to secure advanced standing from a certain correspondence school known to members of the Committee a statement of the fact was more significant than the opinion of the investigator concerning the action. When the training of the faculty was analyzed and exhibited in a table the facts were at once apparent to those who know the significance of graduate training in relation to instruction. The teaching load and the salary schedule are in themselves important, as are the items on the balance sheet of the institution. Even a quantitative measure of equipment in laboratories and libraries or a statement of annual expenditure for books and periodicals and equipment in physics or chemistry has meaning in the eyes of that Committee. At one institution, reports and other publications of which had been studied in advance, the library was immediately visited, because there were indications that, for the curriculum announced, the library might need special observation. Among other courses mentioned in the catalogue were two in the history of English novel, one in the theory of fiction and two courses in Shakespeare, courses the bibliography of which was known to one who formerly conducted these at the University of Chicago. On arrival I read rapidly all the shelves in the single library room, noting especially the English literature section. I observed that most of the volumes were English novels of a certain period. I asked the dean if these were the only books in the English library. I learned there was a departmental library, which I then asked to see. This

departmental library I found at the top of the oldest building on the campus, a collection of books on five shelves four feet wide placed above the desk of the head of the English department. I read the shelves and asked for certain books inevitable in a course on the English novel. The library, I was informed, did not possess them. I asked the instructor in the Shakespeare course if the collection included the Variorum edition, Sidney Lee's "Life of Shakespeare," and certain books to be found today in the libraries even of metropolitan high schools. The volumes were not in the library. When I asked the instructor what books in the field of Shakespeare study were owned by the institution I was informed that the only volume was President Neilson's excellent one volume edition of the collected plays. Concerning this library I have not expressed to you an *opinion*. I did not express an opinion to the Committee or to the president of the institution. I merely presented the facts. You have made your own interpretation—just as the president did when he said "You are perfectly right; that is our weakness"—and within a short time found the sum of \$1,500.00 for the immediate use of the English library. In 1917 a certain Chinese institution claimed the rating of a first class American college. Does it help to decide this claim if you know that the institution offering a curriculum in arts, literature and science possessed at that time a library of 1000 occidental volumes? The same discovery and presentation of facts is necessary for an understanding of the curriculum and the quality of instruction. Especially it is vital to know the records of graduates of the colleges who have pursued graduate work in the universities of our country. This brings me to the point where I must appeal to members of the Association of Collegiate Registrars for cooperation in the study of the products of these Chinese institutions. It is a heavy load which many must carry for the benefit of all of us. But many hands, especially those which gather facts, make light work, and because they are dealing with facts injure no feelings.

For the proper comprehension of the university standards of other countries we must know also the underlying preparatory and elementary systems. Moreover, an increasing number of students with secondary diplomas present themselves for admission to our colleges. Recently the University of Notre Dame and the Department of Education of Massachusetts suggested a study of preparatory school education. There is a great need for a study of secondary schools in those countries where there has been no standardization, especially Latin-America, the Near East and the Far East. The Institute of International Education, as represented by the Acting Director Professor William F. Russell, and the American Council on Education will gladly cooperate with other associations in such a study.

I have dwelt upon the problem of Chinese universities because the difficulties are so obvious in the case of Chinese students in America. They are only a little less troublesome when students come from other countries in the Far East or Near East. And the solution of the problems offered by students from Japan, from India and—in view of the State Department recommendation to use an indemnity to establish scholarships—from Persia, is needed as soon as possible. Latin-America offers another immediate and increasingly important problem. In an endeavor to solve it for medical schools the Director of Inter-American Affairs of the American College of Surgeons, Dr. E. I. Salisbury, is sailing this month for a prolonged study. The Division of Education of the Pan-American Union is ready and eager to cooperate in a full study of the universities in countries of the Pan-American Union. It is greatly to be hoped that the completion of this study will be possible through the cooperation of the Institute of International Education, which has already done so much, and the Council and all other bodies interested in the problem. Even the universities of European countries need to be thoroughly understood. This is especially important because of the increasing number of American students in the universities of Europe and the larger number of

European students entering our universities. In the case of Europe as in the case of China what we need is exact knowledge of the facts. If we have that we shall have less difficulty in effecting interchange of students. There are no Carnegie units in France and Italy; there are no semester hours or grade points in Denmark or England. There are no course examinations for determining whether a student has acquired these uncertain fractions of a baccalaureate degree. An American undergraduate in one of the hundred colleges which have established "honors courses" can study in a foreign university without feeling the need for examinations in each class at the end of each semester. His testing will come in a general examination at his American college just as it would if he were to remain in an English university. It is true that some institutions have shown a disposition to accommodate Americans who need credits in semester hours by offering courses in the American way. Trinity College, Dublin, in the summer of 1926 will give courses like the summer courses at Columbia or California with sessions five days each week for five weeks and a week of examinations in the courses and a statement of credit which can be used by American colleges. Smith and Delaware are sending members of their faculty to France to supervise the work of undergraduates in French universities. Other colleges are doing the same for the summer courses in Mexico, France, and other countries. The problem of credit arises in the case of these latter groups and in the case of individual students. A large number of colleges have agreed to accept credit for work done abroad if approved by the American Council on Education. To afford an opportunity for a controlled experiment in educational relations the Committee on Foreign Travel and Study, Messrs. T. Coleman duPont, Samuel P. Capen, S. P. Duggan, W. Hulihan, Marcus M. Marks, C. R. Mann, Frank Vanderlip and Felix Warburg have entrusted to the American Council on Education funds for undergraduate scholarships for foreign study. There will be eight scholarships each worth \$1,000; one for a student of New York University, presented by Mrs.

Andrew Carnegie, one for a student of the College of the City of New York given by Aaron Naumburg; three given by Senator du Pont and three presented by Mr. Felix A. Warburg. Students in colleges on the approved list of the American Council on Education may apply for these if they have completed the first two years with distinction and plan to return for the fourth year to graduate with their class. The program of study will be approved by the college authorities and the assistant director of the American Council, so that credit for the foreign work may be assured if satisfactorily completed. The student may choose any country, any university, any field of study. He must realize his responsibility however in an important educational enterprise and must cooperate with his American college, his foreign university and the American Council in working out the best possible adjustment between differing systems of education.

What do we need to know about foreign universities in order to assign the proper amount of credit to these students and to place Americans properly in foreign institutions? What information do we need to have about a student who undertakes graduate work? What must he know? What skills must he have? What attitude of mind must he possess? Objectives can be set up also in the undergraduate college, in the departments and the individual courses. The job analysis is not easy but it leads to a comprehension of the purpose of both teacher and student in terms comprehensible to the student and his parents. There is already at work in this country a ferment which may yet cause us to measure our college and university achievements in terms not merely of time—mere measurement of seat warming—but of achievement, terms which in the classroom can be understood in all our colleges and in the universities of the world. The chaotic condition of our present educational monetary system may lead to the establishment of a better medium at once recognizable everywhere.

In concluding, then, I offer you these topics for discussion. Does the present state of our information regarding the edu-

cational systems of other countries warrant us in suggesting to the American Council on Education at its annual meeting a cooperative study of foreign universities? Shall we include a study of the secondary schools? If so, which countries and which institutions should be studied first? Do college administrators desire to have the Kuno report printed? * Will the Association of Collegiate Registrars appoint a committee to cooperate with the Council? Will the college authorities cooperate with the Council in administering the undergraduate scholarships for study abroad so that the experience may be used to facilitate the exchange of students? Will a conference in Washington in the autumn be of value to the one hundred and fifteen American organizations interested in international education relations? Finally how can we best further through education and its efficient administration international understanding and friendship?

President WILSON: The Association wishes to thank Dr. Robertson for his most thoughtful paper and to assure him that we are ready to do everything we can to assist the American Council on Education and to co-operate with the Council in its work.

Is there any discussion?

DISCUSSION

Mr. WEST (University of Minnesota): Mr. President, I rise with some hesitancy to discuss Dr. Robertson's paper, and in view of his very clear demonstration in relation to facts and opinions, I hesitate to offer an opinion of my own. I congratulate Dr. Robertson on the accuracy with which he foretold the attitude of this Association.

It was not definitely stated in the paper, but I assume it is the intention of the American Council not to leave the members of this Association unprotected in the matter of the facts which they expect to have sent to them. I have no doubt that the American Council will, on the basis of these facts, themselves grade these foreign institutions, and furnish their ratings to the American institutions for the consideration of those officers concerned with the admission of foreign students. Certainly, if that were not done, we would be in a worse position than we are now, or in as bad a position as we are now, due to the fact that we all look at these matters differently. I hope the American Council can see its way free to rate these

* Since the Thirteenth National Convention of this Association the Bureau of Education has decided to print Dr. Kuno's report.

institutions, and not only rate them on the basis of these original facts, but to avoid the dangerous situations which sometimes arise from that system by developing a permanent plan for accumulating the facts. I agree with Dr. Robertson, that this Association probably can be of most assistance by furnishing full records of the performance in these institutions of those students who come to us from abroad. I do not know whether Minnesota was one of the first or last to furnish the material to him. As I recall now we were at a loss on the questions sent out as to just what was wanted.

Dr. ROBERTSON: Minnesota was one of the first to reply.

Mr. WEST: I was going to explain that what we did was to furnish a statement of the honor ratings of the students we have had come to us from some of these institutions, in comparison with the ratings which they furnished us from other institutions; that is, the institutions from which they came. I was going to suggest, Dr. Robertson, that if perhaps some of them are in more definite form, it might result in getting more comparable results. I really do not feel competent to express an opinion on the question. It seems to me that some of those questions which you raised might very well be acted upon by this Association. Possibly it is a matter which should be referred to the Committee on Resolutions with instructions to report at a later business session.

Mr. SMITH (University of Chicago): With reference to the second question, referring particularly to the recommendation of this Association in regard to the printing of Dr. Kuno's report, I think those of us who are called upon to evaluate the work done by foreign institutions realize fully Dr. Kuno's recommendations in the matter. I wish to move that the American Association of Collegiate Registrars express to the Commissioner of Education of the United States Bureau of Education, that it is the sense of this Association that the report on "Educational Institutions in the Orient" by Mr. Yoshi S. Kuno, of the Department of Oriental Languages and Literature of the University of California, contains valuable information which would be helpful to officers of Admission of American Colleges and Universities in evaluating the work of students who come from China and Japan, and that this Association recommends the publication of the report by the Bureau of Education.

President WILSON: You have heard the motion. Is there a second?

The motion was regularly seconded.

President WILSON (continuing): I think it is well worth our while to consider this matter for a moment, and if anyone has a word to say about, we will be glad to hear it.

Dr. ELLIOTT (Stanford University): I will second this as emphatically as I can. I know personally of Dr. Kuno's work, and I know how much service he has been to Stanford in evaluating the credentials in his little book published some years ago, and also through my personal correspondence with him. This document, I think, is going to be very valuable to all members of the Association.

President WILSON: You have heard the motion. How many favor the motion, that this Association express to the Commissioner

of Education of the United States its recommendations that Dr. Kuno's work be published by the Bureau of Education? Those in favor signify by saying "aye," opposed "no."

Motion carried.

Are there further remarks or motions with reference to Dr. Robertson's paper.

Mr. WEST (University of Minnesota): May I say another word. I know I am not an orator, but I would like to see the word "promptly" used in that motion.

Mr. SMITH (University of Chicago): I will be glad to accept that suggestion.

President WILSON: The word will be inserted.

Mr. West has suggested that possibly other motions or resolutions from this body may be made by the Committee on Resolutions at the end of our session on Thursday, or at the end of our business session on Thursday. Are there, however, any suggestions from members that action be taken now with reference to any of these points? Are there any further words of discussion of Dr. Robertson's paper? I am sure that Dr. Robertson will be very glad to answer any questions that members of the Association may like to ask. Are there any such questions?

Dr. ELLIOTT (Leland-Stanford University): There is a recommendation in that report, asking our co-operation. Does that require any action by this Association?

Dr. ROBERTSON: I do not think there is anything that we can do today, or this week, but I hope that we can convince some of these foundations that this thing is so important to American education, that the whole study ought to be undertaken. When we have done that, then we shall most emphatically need the co-operation of the real experts in this field, this body in this room, and it might be desirable at this time to provide for a committee, which, in the interim can take care of that for the Association. You were asked to appoint a committee in 1922, after a very valuable paper was presented by Mr. Tuttle. I do not know whether you appointed such a committee or not; but if that committee is here, it can take care of the situation. Otherwise, if the body will authorize the officers or Executive Committee to undertake this matter, or appoint a special committee, as you please, we shall feel that you have immediate touch with the Association.

President WILSON: I shall ask our Resolutions Committee to make note of that point, and it may perhaps wish to make some sort of recommendation along that line.

Are there any other questions or suggestions?

Mr. SMITH (University of Wisconsin): We are having many applications for entrance from India.

Dr. ROBERTSON: The Indian situation, I think, is even worse than China or Japan, because of the recent change from English instruction. The professors formerly, you know, in the India universities, were Englishmen, but with the new political arrangements in India, Indians are becoming the professors. Now, of course, some of them are very competent. I know one very able man, a Doctor of the University of Chicago, who can give thorough and

competent instruction; but we don't know much about some of the others. Oxford and Cambridge cannot help us because they do not have the information, and they are waiting to see. In the meantime, however, some of the medical bodies of London have not waited, but they have informed themselves on Indian institutions. I cannot name them, but I can, when I get back to Washington, tell you about some of them.

Mr. TUTTLE (University of Illinois): The Indian situation is very pressing with us. I don't know whether the Council has any information available now which you can get to us. If it has, I know in Illinois we would appreciate any information you have to give us.

Dr. ROBERTSON: That is an exact answer to one of the questions which I put up to you, and that is, which countries and which institutions first? I am glad to get that reply from Illinois.

President WILSON: Are there any other questions? I am sure Dr. Robertson will be glad to answer any questions about the statement that Mr. Tuttle has just made that Illinois is interested in Indian students.

I wish to make a number of announcements with reference to events that are to take place from this time on. Again I wish to call your attention to the necessity of registering your name, your institution and your presence at this meeting. Up to the time of the opening of the meeting this morning, only about eighty delegates had given their names or gone through this process. I know there are more than eighty people here, so I am sure some of you have overlooked the point of registering. Please do so at your earliest opportunity in the lobby on the first floor.

As usual, we expect to have a picture, a photograph, made of the Association members. The photo' will be made tomorrow at the close of the morning session; that is, during the recess period for luncheon. It will be made in front of this building, and everybody must be very prompt in getting there in order that we may get through with lunch and convene promptly.

Following the adjournment of this session, the members of the Association are expected, or at least requested, to take your luncheon at one place, namely, the Bide-a-Wee Tea Room, just west of the campus, at one o'clock. The price of the luncheon will be seventy-five cents each. The ob-

ject of having this luncheon nearby is, of course, to save the trouble of going all the way back down town and returning in the heat of the day. The same arrangement is made, without so much definiteness, however, for tomorrow; that is to say, the Bide-a-Wee Tea Room will be prepared to serve luncheon to members of the Association at the same price, seventy-five cents. You are especially asked to go there today, because we wish you to find the way, and you are at liberty, of course, to go there tomorrow if you so desire—on Wednesday, that is.

On Thursday at noon, lunch will be served us at the Boulder Country Club. Transportation for members of the Association is free. That is, you will be taken care of by the Chamber of Commerce of this city. The cost of this luncheon, however, is \$1.00 each, and it is requested that, as soon as you can, you give Mr. Cooper, who will be at the desk in the hall downstairs, your name and the information that you wish to go. Of course, this is necessary in order that proper arrangements may be made for the number who wish to go. It is also important to know how many will wish to take luncheon at the Country Club, so that the number of plates may be provided.

This evening at six-thirty at the Boulderado Hotel, there will be held the usual annual banquet of the Association. Dr. Norlin, the President of the University, will be the principal speaker. Music, in the way of songs, will be provided both by people who are not members of our Association and by Association members. It is expected that Mr. Burger will prove a great conductor of this Glee Club and that we shall have a pleasant time singing songs that have been printed on the programs which will be distributed later. If you have not already done so, at the time of registration, you should procure your tickets for this banquet from Mr. Howard E. Cooper, of the Banquet Committee.

Mr. Edward J. Grant, of Columbia University, has been asked, as usual, to receive and be ready to present at a later session, questions upon which any member or members may

wish information from the Association at large, by a show of hands or otherwise. So please write out your questions and turn them into him as early as possible. Today, Mr. Grant?

Mr. GRANT (Columbia University): Today or tomorrow morning.

President WILSON: On Friday Mr. Burger has arranged for a most delightful entertainment for the members of the Association;—a one hundred mile automobile ride to Estes Park and the Long's Peak region. This party will leave the Boulderado Hotel at eight-thirty a. m. and return about five-thirty p. m. Not many of us have had the opportunity of really seeing the Rocky Mountain Park, and that is just what Mr. Burger has arranged for us to see. We cannot describe it, for there is no such thing as a description of that part of the Park; it must be seen. At mid-day, or thereabouts, on this trip, a beef steak fry will be served. Those of you who have heard someone describe a beef steak fry of the University of Colorado will know what to expect. This beef steak fry is a gift to the Association from the University of Colorado, and I know you will appreciate it. Reservations of places in the cars that are to go must be made in advance, of course, and it is asked that these reservations be made before mid-day tomorrow. See Mr. Cooper. The transportation fee for this one hundred mile trip to the Long's Peak region is \$3.00. The usual price, I understand, is about \$10.00, Mr. Burger?

Mr. BURGER: \$7.00.

President WILSON: So that we are getting a price of considerably less than one-half the regular one. The cost of the gasoline for each car will amount to almost three dollars. Of course, the beef steak fry is really worth three or four times that much, so we are really getting about ten dollars worth for three dollars.

Mr. GRANT (Earlham College): I believe there will be a number of us who would like to make connection to Denver on the five-thirty train, and I am wondering whether the

trip could be arranged so that we could, without difficulty, make the connection with that train.

Mr. BURGER: Easily. We can get back at four-thirty if you want to. It all depends on how long we want to look around. We could leave, if you so desire, at seven-thirty, and have luncheon at eleven or eleven-thirty, and leave there at three-thirty or four. We can be here easily at five.

President WILSON: Does anyone wish to make a motion of any sort to determine the time of our departure?

Mr. GILLIS (University of Kentucky): I move that we leave at seven-thirty.

The motion was regularly seconded.

President WILSON: It has been moved and seconded, that the party to Estes Park and Long's Peak start from the Boulderado Hotel, Friday morning, at seven-thirty o'clock and return at a correspondingly early hour in the afternoon, the object being to facilitate the departure from Boulder of those who must go.

Mr. BURGER: The only difficulty that lies in starting so early is that after a two hour's ride you become so hungry you can hardly wait until noon. If we leave here at seven-thirty, you will have lots of time to wait for luncheon. I suggest that eight o'clock would be a better time to leave than seven-thirty. That would get us there at ten-thirty or eleven o'clock, and then we can look around, and leave there about two-thirty or three, and get here at four-thirty.

President WILSON: Do you, Mr. Gillis, accept that substitution?

Mr. GILLIS: Yes, I accept it.

President WILSON: The time of leaving is changed to eight o'clock. That, I think, is better all around. If there is no further discussion I will ask for the vote. All in favor of having this journey start from the Boulderado Hotel at eight o'clock promptly Friday Morning will say "aye," opposed "no." The motion is carried.

TUESDAY AFTERNOON SESSION

President WILSON: The afternoon session will come to order, please.

This meeting will begin with a paper by Mr. Charles H. Maruth, of the University of Iowa, on "Machine Methods Applied to the Compilation of Collegiate Statistics."

Mr. MARUTH: Mr. President, Lady and Gentleman Information Dispensers: I really think it is a shame that I should be called upon to tell you a bedtime story so early in the afternoon, particularly after you have had such a good lunch and such a wonderful concert. Since this is my first experience in this organization, I hope you will have a little sympathy for me, and, if necessary, pray for me, much as was suggested by a man who attended a vaudeville show, which consisted of a knife-throwing act. They opened this act in the Coast States, and spent some little time there. They were inclined to measure their success by the number of screams and yells which they received from the audience. The act consisted of a woman standing up against a soft pine board and a man standing off at some distance throwing knives at her. After a time this act played-out, and they moved to different places finally hitting a small town down in Nevada—a town composed, for the most part, of men. The time arrived for the act to begin. The lady walked out and stood up against the soft pine board; the man came out with his knives and laid them out on the table. Slowly and deliberately he selected a knife and with an elaborate flourish took aim and let fly. Not a sound. He continued throwing the knives, one after the other and still not a sound out of the audience. The thought that his act was falling so flat made him desperate. With one supreme effort he selected one of the largest knives, took aim and let fly. The knife just missed the lady's neck and stuck quivering in the pine board. You could have heard a pin drop. Finally after a long breath, someone cried, "Oh God, he missed her again!" (Laughter)

MACHINE METHODS APPLIED TO THE COMPILATION OF COLLEGIATE STATISTICS

BY CHARLES H. MARUTH

Assistant Registrar, State University of Iowa

At the last meeting of this association held in Chicago, Dr. Charles H. Judd made the following statement in the paper which he presented:

"It is my judgment and I am sure that it is the judgment of all who are acquainted with university problems, that much information which now lies unused in college and university records could be made very telling if these facts could be formulated in such a way that generalizations could be easily drawn from them. This means that miscellaneous records of the Registrar's office ought to be worked up in good statistical form."

That this is very desirable, you will all agree, but how to get it done with our present respective staffs is another problem. It is with this latter problem in mind that this paper is presented.

In the paper presented last year by Registrar Dempster of Johns Hopkins three essential elements were outlined which defined a laboratory; namely, the data, or materials to be investigated, the apparatus or technique for handling the data, and the investigators who have the courage to go whither the facts may lead: and it was his pleasure to apply the term laboratory to the Registrar's office. I think we all heartily agree with this appellation for our offices; however, I have observed that in accepting these three rubrics we are likely to be strong at the ends but weak in the middle. I have also observed that in all good laboratories, one is invariably impressed by the fine apparatus and precision instruments at the command of the investigator for the handling of the materials with which he is working; in fact, I think one is dominated by this impression. I have also observed that one is not very likely to be dominated by such an impression when he enters the Registrar's laboratory.

The astronomer has at his command an instrument known as the barometer which is so sensitive to light and heat that the energy transmitted by stars invisible to the eye even with the telescope will make it respond; the physicist and chemist have at their command the spectroscope, the galvanometer, the electroscope and myriad other instruments; all of these for the sole purpose of collecting and measuring the data with which they are concerned; the registrar has at his command—well, you know. No attempt will be made here to discuss the statistical methods used in fixing the variables of the generalized data—much has been written and said about this in other meetings of this association; nor to discuss the desirability of working up a large mass of data from our records, nor the infinite number of administrative uses to which such surveys could be put; nor will the mechanical devices such as the adding machine, the calculator, the slide rule, etc., be mentioned; but rather it will be the purpose of this paper to present the *modus operandi* of getting some of these data, with the present force available in our respective offices, in usable shape for further statistical treatment, citing a method of attack on a problem common to all of us.

About November 1st of each year, Registrars are asked to furnish information for many questionnaires and blanks concerning student enrollment in their particular institutions. Many of these blanks call for tabulations other than such officer has at his command without many tedious and laborious hours work and they usually come at a time when the entire staff of his office is extremely busy with other matters because of registration. It is little wonder then that some of these blanks and questionnaires find their way readily into the wastebasket. The larger the institution, the more difficult becomes the problem of accurate tabulation and the consequent need of a larger wastebasket.

As every Registrar knows, the problem of organizing his staff for efficient services in taking care of the detail work connected with registration, recording, and furnishing information is no small one, particularly if he has only one or two

records of the student enrollment at his command. The efficiency of furnishing information quickly for all types of queries is regulated largely by the efficiency of the registration system. Some excellent suggestions in this direction are made and exchanged at every meeting of this association. From the standpoint of this paper it is almost essential that two coupons be available to the Registrar of a large institution if he is to compile registration statistics—one coupon for the recorder, and the second for information or statistical service. This arrangement lends itself admirably to the carrying on of routine work regularly, without interference for purposes of making reports of one kind or another.

It is well recognized that systematic forms permitting tabulation with the least amount of effort are conducive to the best results. There are probably only two methods in general use at the present time for the compilation of collegiate statistics: (1) the checking method in which the classifications are ruled off on a large sheet of paper or in a book and the check method used, and (2) mechanical tabulation. The former method is adapted conveniently to small schools, but where the registration in an institution exceeds 1500 the latter method gives by far more accurate results and soon pays for itself. It will be the purpose of this article to deal with the latter method, presenting a workable plan which may be of aid to those whose duty it is to get registration figures.

Most institutions are called upon to furnish data not only concerning the numbers of students registered, but also with vital and personal statistics concerning such students. For example, at the University of Iowa, a yearly report is made to the State Board of Education of the student enrollment, the geographical distribution of the student body, their ages, their church affiliations and their parents' occupations, each of these classifications being subdivided as to the sex of the student and the college in which he is registered. It is virtually impossible to deal with such classifications in any institution where the student body is large, by

the hand check method, and obtain the same totals of students. This was exactly the problem which faced us some years ago and which caused us to adopt the mechanical method of tabulation which experience shows us is cheaper and accurate.

At the present time there are two mechanical statistical machines on the market, the Hollerith machine and the Powers machine. The former is an electrical system, the latter a mechanical. These machines consist of essentially the same parts: (1) a punch by which information is transcribed to a card; (2) a sorter which sorts these cards automatically according to the way the cards are punched and (3) a tabulator which counts the cards according to the way the cards are punched or sorted. There are also some combinations of these latter two machines available.

The first step in adapting this method to collegiate registration is the analysis of exactly what information must be furnished. This should be very carefully worked out on the basis of the demands for information made of the institution and should include information concerning vital and personal statistics as well as student enrollment. When this is determined, the next step is to key it in such a manner that it can be quickly transcribed to the cards which fit the above machines. Perhaps the best way to show this arrangement is to refer to figure 1 showing the original record furnished by the student and figure 2 showing the punch card to which the information is transcribed.

The Hollerith or Powers card is furnished in two sizes, each size having two capacities. A short card having 27 or 34 columns and a long card having 37 or 45 columns are available. The columns are commonly called "fields," since in running through the machines all the information in one column is sorted or tabulated. The heading of a "field" denotes the nature of the information which it contains, such as sex, county, state, age, etc., as appearing in figure 2. Of course, more than one column may be used for a particular field of information. The fields of the punch card should follow so far as possible the sequence of the items on the

original record. The number of columns in a sorting field is determined by the number of items to be provided for, as States of the Union (49), which would require two columns. In cases where two classifications having only a few subdivisions occur, it is possible to indicate both in a single column. As many as four different classifications can be provided for in one column. For example, in the first column in figure 2, both the sex of the student and the current year are punched. In column 10, the information relative to both the student's race and his naturalization status is punched. By means of a split mechanism on the sorter, either of these two items of information may be sorted. The statistical punch card may either be a transcription of the original data only, or it may also constitute the original record, thus making it a dual record. The advantage of the latter form is in that it may be handled mechanically and yet have all the original data directly on the card. The card shown in figure 2 represents the former type.

One of these cards is started for each student who registers within each fiscal year and is carried forward for each session of the year. Our year begins with the summer session, hence for every student who registers in the summer session, a punch card is made. If that same student returns during either one of the winter sessions, the same card is carried forward, new cards being made only for the students who were not registered in the summer session. The first 18 columns of the punch card shown in figure 2 are devoted to vital and personal statistics, the remaining columns being devoted to the classification of the student, his course, institutions previously attended, mechanical alphabetization, and the sessions during which he was registered. No matter in how many ways the student is registered during any fiscal year, this information is punched on this one card, as are the duplications, so that tabulations may be made of enrollment during any one session or any combination of sessions from this one card. Experience has shown us that these cards can be punched at approximately the rate of two each minute, or a trifle slower than the name of the student can

be written across the top of the card. The speed of punching will vary, of course, with the amount and completeness of the information to be transcribed and the relative difficulty in remembering the key.

The matter of furnishing the original information which is transcribed to the punched card is one primarily of registration efficiency. In most universities the student furnishes a record of his registration at the beginning of each session. At the University of Iowa, the card shown in figure 1 is furnished at the beginning of each session in which the student registers, except that the information concerning vital and personal statistics is furnished only once during the year. Thereafter his card shows only the type of registration involved. This card is turned over to the statistical clerk who checks with her file to see if the student already has a punched card made for some previous session. If so, the type of registration which the new card represents is punched thereon; if not, a card is made for him. Thereafter, that particular record can be forgotten. This sort of tabulation offers an easy method relieved of nerve strain and therefore leads to greater accuracy.

The sorter permits any groupings or classifications of the information punched on the cards. With this mechanism the punched card may be grouped according to any desired arrangement at a speed of about 250 cards per minute. The sorter selects and distributes the cards with absolute accuracy.

The tabulators are made in printing and non-printing machines. Where great numbers of cards are involved, the tabulator saves much time. Its only function is to count the cards as they are punched, carrying forward automatically sub-totals for each classification as well as grand totals. The tabulator, however, will not sort the cards. Some combinations of the sorter and tabulator are made which sort and count the total cards for each item sorted, carrying forward also a grand total.

The University of Iowa has only the sorting machine in use but it meets the needs of several departments. In the Registrar's office, we find that it enables us to get in a very

short time such information as we are called upon to furnish. For example, a request asking for the number of foreign students registered in the University can be answered with only an hour's time spent in gathering the information from approximately 8000 cards. Likewise, we are able to make a complete geographical distribution of our students by counties within the state, other states and foreign countries, subdivided by men and women, within three hours time which formerly took from 45 to 50 hours to do by the hand check method.

These machines require no outlay of capital since they are on the market only on a leased basis. The number of cards to be handled should determine whether only the sorter, or tabulator, or the counting-sorter is needed. Since these machines will handle all kinds of statistical data at such a rapid rate, the use of such machines should be delegated to as many departments as possible, preferably through some central service agency, such as a statistician's office, multi-graph office, etc., where all types of information could be sorted and tabulated by an expert operator. Often this is not feasible, in which case several departments could combine in the use of the machines, pro-rating the rent among them, thus involving a very small outlay from each department. In this case each department should have its own punch which can be purchased. This is the way the machines are handled at the University of Iowa, and the arrangement has proved satisfactory.

Another style of filing equipment embracing a punched card record, but which cannot be handled mechanically, is offered by the Findex Company. This system involves the punching of cards according to pre-determined classifications and the use of rods which run the length of the file box through such punched holes. The holes punched in the card are elongated slits which allow the cards so punched to protrude above the remainder when the file is inverted. It is thus possible to get out exactly the information wanted without disturbing the sequence of the cards in the file. For example, the cards punched for foreign students would ex-

tend above the remainder of the cards when the file was turned upside down, after which they would be locked in position by means of a rod; then when the file was turned back, the information concerning such students could be readily transcribed. This system permits the use of a dual record, written and punched, but lacks the flexibility of the sorter-tabulator scheme because the cards cannot be handled mechanically. It does, however, provide a filing system admirably adapted to the use of institutions where the student body is small as an auxiliary record for statistical purposes. Such a card used by a teacher's placement bureau is shown in figure 3.

The advantages of a statistical system which allows each item on an original record to be treated as a unit without considering the inter-relation of information appearing on it is perhaps the best recommendation for the mechanical schemes. In transcribing the information from the original record to the punched card, the only concentration necessary on the part of the clerk is the accurate punching of each item of information according to the particular classification worked out for that particular item. No time is spent in fingering many sheets of paper or scanning classifications to find the proper one under which to enter an item, since the information is confined to one small card in regular sequence. If the clerk is interrupted in the operation of punching a card, no inaccuracy in the totals can result, since she has before her the record of what information she has already punched and thus can continue after the interruption from that point without fear of leaving out something. There can be no comparison of the time involved between the machine method and the hand method, since all the information which appears on the original record can be transcribed with the punch almost as quickly as one item by hand, and the machines handle the cards at the rate of four each second.

Before leaving the subject of student accounting I would like to re-emphasize the need for a uniform basis in tabulating collegiate statistics. The article on "The Scope of Registration Statistics" by Dean Raymond Walters read at

the eleventh meeting of this association held in St. Louis, April 27, 1922 presents a basis for the tabulation of collegiate statistics and a common sense differentiation of students, which if adopted by all educational institutions would lead to comparative tables of considerable worth to any investigator. It is a regrettable situation, that in our educational institutions, the tabulations of student enrollment appearing in the institutions' publications or public reports are so often fogged by the interpretation allowed in the definitions of the main headings that the follower of such figures cannot help but be confused. Dr. Judd, in the same paper before referred to, makes this statement:

"It is my judgment that student accounting is as important as financial accounting."

If student accounting is as important as financial accounting, then it is equally important that the accounting principles involved in student accounting be as universally understandable as those in financial accounting.

To what extent we shall furnish statistics on types of information available from our records is necessarily determined by administrative demands, yet it has been the consensus of opinion during the past few years of the members of this body that there is much information from records which should be at your command but is not, primarily, I suppose because the expense of securing it is too great. As a suggestion of the extension of the mechanical service here outlined, I might add that permanent records kept by this system would be a source of information rich in potentialities. Supposing you had an index of every student ever registered in your college or university on a punch card, with such information punched as the date of matriculation, years of attendance, college or colleges attended, date of graduation, degrees received, vital statistics concerning the individual, mechanical alphabetization, etc.,—can you not imagine what uses you could make of such information when you had, with the press of a button, a genie at your command who would sort these cards more rapidly than you could count? We have been keeping the results of freshman intelligence tests on this type of card so that a survey of the

whole group can be made at the end of any number of years, which otherwise would be impossible because of the prohibitive expense. Supposing institutions which used class cards could sort the cards for distribution to the instructors by machine and then be able to re-sort them for analysis when they returned to the Registrar. On the basis of our experience in punching cards, I would estimate that one clerk could punch the necessary information for the sorting of class cards by departments, course numbers and section letters at the rate of 300 an hour. Would this not materially reduce the student help necessary to sort these cards at the time of registration? Of course, every system has its limitations and I do not wish to be too enthusiastic about this one being the panacea for all of our statistical ailments. I know of no machine or system which can furnish the necessary information for the response to a prospective student inquirer as to whether students use both face and kitchen towels, and it is difficult even for the machine to classify those students who, in response to the question, "To what race do you belong?"—answer "Human."

In concluding this paper, I want to apologize if I have given the impression of advertising the manufacturers of the equipment mentioned. The reason for presenting the use of this equipment is because it provides for us the *modus operandi* for tracking the statistic to its lair, pulling it out and exhibiting it shamelessly before the public. This is called service. If we must be classed with liars, damned liars and statisticians let us be the best in the class. Leaving all levity aside, I believe as sincerely in the need of organized summaries of the data in our files as the most enthusiastic statistical dervish. But also I believe that the biggest problem in making use of such data confronts us in the actual mechanics of gathering it, rather than in its statistical treatment, and it is with the hope that the suggestions presented herewith will offer a means of reviewing the tedious and laborious effort required to gather some really necessary information for intelligent planning and for questionnaires concerning our institutions that this paper is presented.

FRONT SIDE

BACK SIDE

Information card furnished by student
(Original 3 x 5 in size)

SEX		COUNTY	STATE	AGE	COUNTRY	AGE	RELIG.	PAR.	D.	MATRIC.	GR	LA	C	L	M	D	PH	A.S.	N	MU	NON-R	COURSE	INST. ATT.	STATE	SS35																			
YR	YR						WH BAP PR N.P	OCC.	MO	YEAR	R	UN	UN	UN	UN	UN	UN	UN	UN	UN	SS	L.F																						
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																				
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2																				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3																				
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4																				
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5																				
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6																				
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7																				
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8																				
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45

FIG. 2

KEY TO PUNCH CARD

COUNTRIES COLUMNS 2 and 3	STATES COLUMNS 4 and 5	COUNTRIES COLUMNS 8 and 9	PARENTS OCCUPATION COLUMNS 14 and 15	MAJOR OR COURSE COLUMNS 34 and 35
01 Adair	01 Alabama	01 Africa	01 Agents(not real est)	01 Bacteriology
02 Adams	02 Arizona	02 Alaska	02 Bookkeepers, cashiers.	02 Botany
03 Allamakee	03 Arkansas	03 Armenia	03 Clerks	03 Chemistry
04 Appanoose	04 California	04 Austria	04 Com. Travelers	04 Child Welfare
05 Audubon	05 Colorado	05 Australia	05 Salesmen	05 Commerce
06 Benton	06 Connecticut	06 Balkans	06 Managers	06 Economics
07 Blackhawk	07 Delaware	07 Belgium	07 Real est. agent	07 Education
08 Boone	08 District of Col.	08 British Isles	08 Collectors	08 English
09 Bremer	09 Florida	09 Canada	09	09 Geology
10 Buchanan	10 Georgia	10 Central Amer.	10 Farmers, ranch.	10 German
11 Buena Vista	11 Idaho	11 China	11 Horticulturists	11 Gr. & Pl. Arts
12 Butler	12 Illinois	12 Denmark	12 Gardeners	12 History
13 Calhoun	13 Indiana	13 France	13 Florists	13 History of Art
14 Carroll	14 Iowa	14 Germany	14 Produce	14 Home Economics
15 Cass	15 Kansas	15 Greece	15 Livestock	15 Hygiene
16 Cedar	16 Kentucky	16 Hawaii	16	16 Latin & Greek
17 Cerro Gordo	17 Louisiana	17 Hungary	17	17 Manual Arts
18 Cherokee	18 Maine	18 India	18	18 Mathematics
19 Chickasaw	19 Maryland	19 Italy	19	19 Music
20 Clarke	20 Massachusetts	20 Japan	20	20 Nutrition
21 Clay	21 Michigan	21 Jugo-Slavia	20 Bank officials and employees	21 Phil. & Psych.
ETC.	ETC.	ETC.	21 Brokers ETC.	ETC.

ALPHABET KEY

	X	O	1	2	3	4
5	A	B	C	D	E	F
6	G	H	I	J	K	L
7	Mc	Mac	M	N	O'	O
8	P	Q	R	S	T	U
9	Van	V	W	X	Y	Z

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Pat. July 31, '47

President WILSON: Is there any discussion of this paper?

DISCUSSION

Mr. TUTTLE (Illinois): I am a bit ashamed to rise, as I must admit that the only statistical machine we have in Illinois is the human machine; but after hearing this paper there appear to be certain questions that I would like to have answered. The first, is the cost. I am very much interested in that. I should judge from the paper that we in Illinois have practically the same statistics as they get in Iowa. To gather that information, we have two girls in the office whose combined salary amounts to \$2360.00. These two girls get this sort of information during the year, and we also usually work out one or two special problems. The girls also prepare the catalog rosters; and furthermore, we farm them out three times each year, so that you might say they put in about three-fourths of their time. That is, they put in about three-fourths of their time on the statistical work, and on that basis it costs the University about \$1770.00. In addition we have the job of sorting the class cards by hand, these class cards being made up of data obtained from each student during the previous session. On an average there are about seven cards for each student. These cards are sorted with the students' help and the labor for which the University must pay does not cost more than \$500.00. Therefore, the present cost to the University for the work we are doing, is about \$2200.00.

Putting aside for a moment the increased accuracy of the machine method, which I am entirely willing to admit, I am wondering if you will estimate the cost to Iowa, done by the machine method, taking into account the labor of printing the cards. In the first place, I suppose in preparing the printed cards you fill in from the original. Are you able to give a fair estimate of the cost of the printing machines, or of the rental of the machine?

Mr. MARUTH: I think I can answer Mr. Tuttle's question. The cost of the machine which we have is about \$25.00 a month. As I said, there are four departments who use it in the University of Iowa, and that makes about \$6.30 a month for each department. The girl whom we have to do this work is a half-time student, and we pay her about \$50.00 a month, or possibly \$40.00 a month; also, roughly, \$500.00 for the half-time clerk for the year. She not only keeps this information for us, but she also makes the catalog rosters, which is one of the things Mr. Tuttle mentioned. By taking these cards and inserting them one below the other, so that just the name appears, we reduced the whole job from \$85.00 for our catalog rosters to \$24.00 this year; we haven't yet adopted this scheme for the sorting of our class cards, but we are starting it for the beginning of the summer session. I estimate that one clerk could punch about three hundred cards an hour. Punch machines can be purchased for \$100.00 apiece. I think that ought to give you all the information you need. We have \$500.00 for the half-time clerk and \$100.00 invested in the punch machine. Of course, you have to figure interest on that, so far as the yearly figures are concerned, and then you have the rental of the machine, which, in our case, costs about \$6.30 a month. That should make, roughly, around \$600.00 altogether, not counting the cost of the machine.

President WILSON: Is there any further discussion?

Mr. CLARK (University of Southern California): There are two questions that came to my mind, and I will ask them both at the same time. The first is in regard to the omissions in the original card records. What allowance is made for that? Mr. Maruth said something about the fact that the cards do not always agree, and I wonder what improvement the machine method would make on it. The other question is in regard to the matter of uniform blanks. Would it not be wise for the Association to prepare a representative statistical form for general use by the universities in order that all the universities might have a common form?

President WILSON: Mr. Maruth, are you able to answer Mr. Clark's question?

Mr. MARUTH: Will you state your question again, Mr. Clark? I was unable to hear over here.

Mr. CLARK (University of Southern California): Speaking about the hand method, you said that the original list does not always include all of the necessary data and the omission has to be provided for. I would like to know what arrangements you make on the machine for such omissions.

Mr. MARUTH: The hand method and the machine method are comparable from the standpoint you mention, because the information missing on the original card must be recorded as "no statistics" or else supplied from other records on file. It makes no difference whether you use the hand method or the machine method, the procedure is identical. If you choose to call it "no statistics" you punch it "no statistics" and likewise indicate it by "no statistics" by the hand method. I don't think there is a single individual in this assembly who can handle five thousand cards and distribute them by counties, states and foreign countries and have the same result when you get through by the hand method as you do by the machine method.

Mr. HOFFMAN (Pennsylvania State College): I noticed in your discussion of the Findex System, which system I am almost ready to buy, you said it would do for the small institution. I was wondering if you have any information concerning the limit to which the Findex System would apply. We have all had experiences with people seeking information not readily available. I had an inquiry that I could not take the time to answer because it meant going through so many cards. In my home town they are building a new Reformed church. The minister came in one day and said that he would like to know how many seniors were enrolled in the Pennsylvania State College whose fathers were Reformed ministers. We had that information, but I had to tell him that we could not give it to him in the time available. I know that if I had had the Findex System I could have given it to him in half an hour. I have a gross enrollment of 4800 this year, not including the summer session. Would I make a mistake in putting in the Findex System?

Mr. MARUTH: That is a matter of personal opinion. The only difference is that the Powers System involves the use of the machine

and the Findex System does not. They both involve arranging the information. The advantage of the Powers System would be, that you could get all kinds of statistical data within a short time with little human effort. If you have got to turn those files upside down to get the information out, supposing you have the cards classified, it gets to be quite a laborious job. Also, you can get more information on this card; in other words, the total number of items of information you can get on this card is twelve to the 45th power.

President WILSON: Is there any further discussion?

Mr. CAMPBELL (University of Chicago): I would like to ask a question: Taking a small college, would it be feasible to buy the punch and put our information on cards, and then ship several hundred or a thousand cards to some kind friend in Iowa or Wisconsin with instructions to run us off some?

Mr. MARUTH: Why, I don't know. I know of two or three service agencies that are doing this very thing in cities. They are contemplating establishing one at Davenport, Iowa, and they will put in some machines for this purpose. The machines, you know, primarily were designed for census work, but they are rapidly extending them for all business, particularly insurance and railroads. They will run off that information for you, I imagine, rather cheaply. All you need to do is get your cards punched properly; but I am pretty sure you would not be able to buy the punch as I do not believe the company would sell you the punch without putting in at least one of the machines, or the rental machine. Of course, you can extend this System as much as you want to. There are some machines that rent for \$200.00 a month; the cheapest one rents for \$25.00, and that is the one we have.

Mr. SMITH (University of Chicago): I believe that the suggestion made here is a good one. I think that could be done. We have one of these machines in Chicago, and we are not using it half the time, and we would like to take enough work to pay for it. As a matter of fact, seriously, I think that the Association represented by Dr. Robertson here this morning, possibly would undertake to be a clearing house. It would give them a mass of data which they are very anxious to get from all these various schools, and I believe that a satisfactory arrangement could be worked out.

President WILSON: As to whether or not the punching machine can be secured is the question Mr. Smith asks, and Mr. Maruth thinks the company would not want to sell the punching machine unless they could rent the other machine.

Mr. CANADA (University of Missouri): I want to ask Mr. Maruth a question. I put up this proposition and I was informed at that time that it was quite necessary that we have both machines, both the sorter, I think they call it, and the tabulator; that both were required, and that the rental on one was \$40.00 or \$50.00 a month and the rental on the other was \$25.00, making about \$65.00 or \$75.00. I wonder how the University of Iowa gets along without both machines.

Mr. MARUTH (University of Iowa): It is not such a big job to count the cards by hand as you would suppose; it is a big job

where you have four or five thousand cards in one particular classification, but in most of our statistical surveys, it has been my impression from working with them, that the scattered cards which we get are broken up minutely. It is true that the sorter will not count the cards. It is also true that the tabulator will not sort the cards, but the Powers firm, that is the Powers Tabulating Company of New York City, makes a machine which counts and sorts them, carrying forward the grand total. That is a mechanical system. I don't like it because it is a little harder on the cards and runs a little slower. The sorter serves our purpose for all practical uses, and it would be an unwarranted expense for us in the present stage of the game to put in the digit counter or tabulator.

President WILSON: Are there any further questions?

Mr. STEIMLE (Michigan State Normal College): I want to ask if in estimating the expense you counted the time in getting the data?

Mr. MARUTH: When I wrote my paper, I recall that as soon as this information was collected from the students, who fill it in, it was turned over to my statistical clerk. Her first job was to write the statistical cards, entering the name and the home address across the top of each card, and then to paste the two cards together. After registration was over, she simply punched the information which was found on the registration card. This one girl does the whole job.

Mr. STEIMLE (Michigan State Normal College): Do you go back and check the information?

Mr. MARUTH: Last year we made two mistakes in 7400 cards. There is some verification punch which it is possible to purchase, and which is used to run the cards through a second time, but we made only two mistakes in our cards last year.

Mr. STECKEL (Ohio Wesleyan University): I would like to ask a question, concerning the use of the class of cards, whether he had any difficulty in sorting the class cards, and if that is the reason for putting off the sorting of the class cards.

Mr. MARUTH: That wasn't the reason for putting off the sorting of the class cards. They want us to do it now and they didn't want us to do it then. The class cards are turned over to four or five girls to be punched as rapidly as they are collected and turned over. As soon as the statistical clerk gets the information, that is, the written information, on the class cards, all that she would have to do is to punch that information. Now then, for the classification of class cards, of course, there are exceptions. When the cards come back from the instructor, they contain only the grades which he has recorded, and it only remains for the clerk to punch that on the cards. I estimate that an average worker ought to punch four or five hundred cards an hour, and that it would take her in the case of 40,000 class cards perhaps eighty hours. When the cards are punched, you have an analysis of the grades which you cannot get in any other way except at great expense.

President WILSON: The next paper on the afternoon program, is "The Junior High School and College Entrance Requirements," by Mr. James B. Edmonson, University of Michigan.

Mr. EDMONSON: Members of the American Association of Collegiate Registrars: I will be very glad to have you refer to the abstract of my paper, as I think it will make the paper more worth while.

I am very glad to have this opportunity to appear before this Association, because it enables me to save a certain amount of time in accomplishing the work that was assigned to me as Secretary of the North Central Association of Colleges and Secondary Schools. In presenting this paper, I am not presenting the viewpoint of the University of Michigan, but rather presenting the point of view of the Junior High School Committee of the North Central Association, of which I have been a member for the past four years; and I am also presenting the point of view of the Association which has endorsed, and has instructed me as Secretary to communicate to the colleges.

THE JUNIOR HIGH SCHOOL AND COLLEGE ENTRANCE REQUIREMENTS

By J. B. EDMONSON

*Inspector of Schools, University of Michigan and Secretary, North
Central Association of Colleges and Secondary Schools*

Among the problems in education that are of peculiar interest to registrars, few are more important than those involving the articulation of secondary schools and institutions of higher learning. This is especially true in those sections of the United States where a plan of admission on certificate is followed by the leading colleges and universities. While the problem of articulation is not a new one, I find that interest in it has been renewed in recent years as a result of the rapid growth of the public secondary school and the insistent demand that it serve a dual function: that of furnishing the last regular schooling for the larger frac-

tion of its enrollment, and the preparation of the lesser fraction for college. The difficulty of caring for both of these groups of pupils in the same high school is apparent to all of you, especially when you examine the credentials of entering freshmen.

The problem of the proper articulation of colleges and high schools was discussed with much feeling during the period immediately preceding 1910. Following this date, many of the leading higher institutions worked out plans of admission that were sufficiently liberal to provide for the recognition of newer subjects of study. During the past ten years this tendency toward more liberal recognition of the newer high school studies has continued with the result that today high school graduates have little difficulty in securing admission to some kind of higher institution with any combination of high school units.

It is my opinion that we are now at the beginning of a period when many of the higher institutions will again attack the problem of restating their entrance requirements. I believe this demand for a restatement of requirements will come because of two opinions that are gaining rather rapid acceptance. I refer first to the opinion of certain leading high school principals that admission to some of the better colleges has become so easy that high school students are not stimulated as formerly to attempt to make a creditable record and to secure a thorough mastery of secondary school subjects. I also refer to the opinion of some members of college faculties that too many poorly prepared students are being admitted to our colleges with the result that the colleges are doing too much work of secondary school level. In view of these opinions, the question of articulation of colleges and high schools is quite likely to be reopened by many higher institutions.

I wish to take advantage of this opportunity to bring before the members of this Association of Registrars a recommendation of the Committee on Junior High Schools of the North Central Association of Colleges and Secondary Schools that

has a bearing on the issue of entrance requirements. The recommendation, adopted in 1924, calls for the restatement of college entrance requirements in terms of the work of the last three years of the high school, namely, grades ten, eleven and twelve. At the meeting in March of this year, the Association instructed its Secretary to bring this recommendation to the attention of the colleges in the North Central territory, with a request that they take account of the same in revising their entrance requirements.

It is needless to remind this group that one of the most remarkable developments in American education is the spread of the Junior High School idea. The City School Leaflet, No. 12, of the Bureau of Education, issued in September, 1923, lists the number of junior high schools in cities of over 2500 in population, which replied to the Department's inquiry. Some 1500 cities responded to the questionnaire and "456 reported that they had one or more junior high schools." On the basis of this report, one is doubtless justified in estimating that approximately one-third of the cities in the United States have established junior high schools. A transformation of this magnitude in something less than twenty years is indeed phenomenal and involves changes in our public school system that the higher institutions should recognize.

In order to clarify issues, I wish to quote the definition of "junior high school," as adopted by the North Central Association of Colleges and Secondary Schools, at its meeting in March 1924. The definition reads:

"A standard Junior High School is a unit of our public school system consisting of grades seven, eight, and nine, organized and administered as a separate unit of the school system, having its own administrative head and corps of teachers and characterized by flexible promotion, provisions for exploration and review of subject matter in the early semesters of the course, and limited choice of elective subjects during the later semesters of the course."

Explanation: This standard in no wise means that grades seven and eight should not be organized on a junior high basis and meet the standards to follow; nor that the six year school should not be organized where administrative convenience or necessity demand it. But such schools would not be regarded as standard.

From the foregoing definition, it is evident that the junior high school movement involves a thorough-going reorganization of parts of the traditional 8-year elementary school and the ninth grade of the present high school of four years. According to Thayer "the central conception moulding the junior high school is that of a transition school. In so far as it relates to the elementary school, it continues the unifying and integrating function of this institution through subjects of study, through social activities, and through an ever-increasing pupil participation in school government. In so far as it relates to the secondary school it provides 'a preview of secondary courses of study' such as general science, general mathematics, world history, the 'social sciences' and prevocational courses, such as junior business training, the industrial and the fine arts, etc. Such courses provide opportunities for the exploration and discovery of aptitudes, and consequently present the simpler aspects of the subjects concerned, laying a foundation for a later and a more thorough cross-section study. Opportunities for further try-out courses are provided by electives in the 8th and 9th grades."¹

It is because of the character of the aims and purposes of the reorganization that many leaders in secondary education believe that the time has come for the colleges to re-define their requirements in such a way as to omit reference to the work done in the junior high school.

There are two possible ways for the colleges to recognize the existence of junior high schools. One plan involves the restatement of entrance requirements in terms of a 6-year

¹ Thayer, V. T. "The Junior High School Movement." *American Review*, April 1925, pp. 243-251.

secondary school, while the other calls for the restatement of requirements in terms of a senior high school. I am confident that prior to 1920, high school and college men would have favored the restatement in terms of the 6-year period. I state this because of the emphasis placed by President Eliot and others on the need of making possible a reduction in the length of time required for college preparation. In fact, in 1913, the faculty of the University of Michigan adopted resolutions providing for entrance from a 6-year secondary school. These resolutions provided:

1. That school authorities be encouraged to incorporate the seventh and eighth grades of the elementary schools as an integral part of the high school, forming a six-year system;
2. That school authorities be recommended to organize the six-year high school system into a Junior high school of three years and a Senior high school of three years as soon as local conditions will admit;
3. That graduates of six-year school courses be required to gain during the last three years at least eight of the fifteen units required for admission, two of which units shall be obtained during the senior year;
4. That graduates of six-year high school courses be permitted to apply for university credit on examination.

I anticipate that many of you would favor a statement of requirements in terms of a six-year secondary school. However, the junior high school leaders are asking a different solution of the problem and their proposal as expressed by the Junior High School Committee of the North Central Association of Colleges and Secondary Schools is that "*the colleges in order to encourage the reorganization of the seventh, eighth, and ninth grades upon a junior high school basis be requested to restate their entrance requirements to include not more than twelve units of senior high school work, said units to be completed in the tenth, eleventh, and twelfth grades.*" The Committee declared further "*that the ninth year work in four year high schools be considered a*

part of the junior high school and be excluded in certifying pupils to college." For the guidance of colleges in restating their requirements, the Committee proposed a distribution of the units required for admission, as follows:

General Requirements.

1. One Academic Major of three units.
 2. Two Academic minors of two units.
 3. Electives—five units.
- Total—twelve units.

Specific Requirements.

1. English must be offered as a major or a minor.
2. At least nine of the twelve units must be in academic fields.
3. The two minors may be defined as the different colleges may determine.

The arguments that may be advanced for the foregoing proposal are as follows: First, *the junior high school movement is the outgrowth of a demand for the reorganization of the public school system that has been sponsored by leaders in the field of the colleges and secondary schools, and the time has arrived for the colleges to recognize the results.*

The junior high school in recent American education is one of the outcomes of a reorganization movement which began as a protest against the long period of elementary schooling followed by a four-year period of secondary work. This movement was set in motion in the year 1888 by President Charles Eliot of Harvard in an address before the National Education Association. A reference to this Address will serve to throw light on the educational conditions of that period and also to suggest some of the fundamental causes for the demand for reorganization. President Eliot pointed out (1) that for the past 60 years the average age of college admission has steadily risen, reaching 18 years and 10 months at Harvard; (2) that the period beyond college graduation required for professional training had lengthened

to three or four years, with the result that "the average college graduate who fits himself well for any one of the learned professions, including teaching, can hardly begin to support himself before he is 27 years old"; (3) that it would be desirable to condense school courses to gain time and to increase the efficiency of instruction; (4) that it would be possible to do this (a) by improving the teaching force of the schools through a better tenure of office, (b) by raising the proportion of male teachers in the schools, (c) by the improvement of school programs, making them substantial and interesting, (d) by diminishing the number of reviews and by never aiming at the kind of accuracy which reviews, followed by examinations, are intended to enforce, (e) by developing means which will insure a normal rate of promotion from grade to grade, and (f) by securing a longer school day and term.

President Eliot's address reveals some of the deficiencies in public education as organized in 1888 and the resulting reorganization movement was designed to correct them. As proof, however, of the conservatism of educational institutions, it should be noted that the National Education Association did not act on President Eliot's suggestion for reform until four years later when it appointed the Committee of Ten. This committee worked under the chairmanship of Dr. Eliot. In its report in 1893, the following points of view were emphasized:

First, that it is feasible and desirable to offer certain of the secondary school subjects, such as algebra, foreign languages and sciences, in the elementary grades.

Second, that the main function of secondary schools is to prepare its pupils for life and therefore the college-preparatory function should be placed in its true place as a secondary aim.

Third, that there should be closer articulation between the secondary schools and the colleges.

During the period from 1888 to 1900 the discussion of this problem was largely academic. There was a widespread belief

that the age for college entrance was too high and that the entrant's preparation was inadequate despite the time spent upon it. The question was, How can the time be reduced and the training intensified? The most commonly proposed solution was in line with the recommendation of the last named committee. For the most part, the men comprising these committees and making these proposals were practical school administrators. Naturally, therefore, a number of attempts were made to shorten the twelve years of schooling and to enrich the curriculum.

The second period in the history of the junior high school movement dates from 1900 to 1912, and was devoted chiefly to further experimentations and reports bearing directly upon a reorganization of the entire school system. The problems involved in reorganizing the schools were investigated by the National Council of Education in 1903, and by the Department of Secondary Education in 1909, both organizations being under the auspices of the National Education Association. Concerted efforts were made to devise plans that would work.

During the period from 1900 to 1912, it is evident that educational leaders continued to recognize the problem of reorganization as one of paramount importance, and two of the outstanding leaders in college circles were President Charles Eliot of Harvard, and President William R. Harper of the University of Chicago.

About 1913, the third period in the development of the junior high school began. This last period has been marked by a rapid spread of the idea, additional experimentation, new curricula and subject matter, magnificent building programs and many other features which will be discussed in turn.

I have summarized briefly this portion of our educational history in order to emphasize the fact that the junior high school is the outgrowth of a demand for the reorganization of the public secondary school that has been sponsored by public school and college leaders.

The second argument that I wish to advance for the adoption of the proposed entrance requirements stated in terms of the work of the senior high school is *that the reorganization of the curriculum of grades seven, eight, and nine is not going forward in terms of college entrance requirements as now defined.*

The aims that should control the reorganization of the curriculum of the junior high school have been effectively stated by a sub-committee of the National Council of Education in its report for 1922. This statement reads:

"The junior high school program of studies should be a resultant of several forces. It should be made up, in part, of a continuation of the elementary school curriculum, but a review of these courses, i. e., a new view through articulation of elementary and secondary courses; in part, a preview of secondary school courses of study, but a rearrangement of such courses in their simpler aspects, deferring the refinements to later senior high school grades; in part, a prevocational content from the industrial and commercial fields; and, finally, a liberal amount of social sciences and social and civic activities to the end of giving to the early adolescent a 'self-conscious adjustment.'"

In brief, the reorganization of secondary education demanded by the junior high school movement is going forward in terms of a curriculum made in accordance with a study of the abilities, interests, capacities and vocational needs of an unselected group of pupils in the early adolescent years. Of this group, the majority are not likely to complete the high school course, and of the others, the greater number will not have the slightest chance of entering a higher institution.

Since the curriculum of the junior high school is not designed to prepare pupils for college but is rather intended to give prevocational and general training, it would appear desirable for the colleges to treat the work in the junior high schools as they now treat the work in the first eight

grades. If this is not done the colleges will be placed in the position of seeking to cause the junior high schools to ask pupils upon completing the sixth grade to choose between an Academic course, leading to college, a General course, leading nowhere in particular, and an Industrial course for those whose educational careers are likely to end at the close of the junior high school period. The unfairness of this proposal of a choice of a career at the end of the sixth grade must be apparent to all.

It might be suggested that if the work of a student in the senior high school does not give an adequate basis for judgment regarding his fitness for college, the inclusion of the rather remote ninth grade and the more remote seventh and eighth grades would hardly help the college in reaching a more rational decision.

There is a third argument for the adoption of the proposal of the Junior High School Committee of the North Central Association that is closely related to the foregoing one, and which arises out of the existence of a growing feeling that the junior high school movement is retarded by the failure of the colleges to loosen their hold on the ninth grade. *It is held that the interests of the free development of the junior high school demands that the colleges discontinue their efforts to direct the secondary school curriculum for the present full period of four years.* The opinion has been expressed by Judd² that one of the chief reasons for the slow development of reforms in secondary education is the obstructive policy of high schools and colleges in the matter of recognition of the junior high school. It appears that some of the high school men wish to control completely the four years of work that heretofore has been under their domination and are not willing to allow the ninth grade work to be recognized. In this view, they are upheld by the college entrance requirements which are framed on the basis of a four year high school.

² See Davis, C. O. "The Junior High School Idea." Ch. X.

I recently asked a number of junior high school leaders to answer this question, "Are you convinced that the recognition of the curriculum in the junior high school is retarded by the present college entrance requirements?" Typical answers were, "Decidedly so," "If the teachers making out the elementary courses have college requirements in mind, there is a vicious domination all along the line," "The fact that the colleges state their requirements in terms of a four year high school tends to convince the uninformed that the college would not approve of a departure from the traditional 8-4 plan of organization." I am certain that you will agree that colleges are placed in a false light by the interpretation that some place on their entrance requirements. In spite of colleges, however, the reorganization is taking place and it would appear desirable for the colleges to recognize this fact by a revision of entrance requirements in accordance with the facts.

There is a fourth argument for the proposal that college entrance requirements be changed to take account of the existence of junior high schools, namely, *the fact that the junior high school movement has reached a point where it has profoundly affected the traditional type of school organization, that is, the four year high school following an eight year elementary school period.*

One has only to consider the statistics to see the truth of this argument. According to statistics gathered by the North Central Association of Colleges and Secondary Schools through a questionnaire issued by the writer in February 1923, it is evident from the returns that the junior high school movement has affected the organization of more than half the school systems included in the North Central Association. The following table presents the results of the questionnaire:

TABLE SHOWING NUMBERS AND PERCENTAGES OF THE
SCHOOL SYSTEMS IN THE NORTH CENTRAL ASSO-
CIATION ORGANIZED UNDER EACH OF THE
ENUMERATED PLANS.

Plan	Total Number	% of Total
Systems organized on the 8-4 plan	376	42.8
Systems organized on the 6-2-4 plan	229	26.1
Systems organized on the 6-3-3 plan	138	15.6
Systems organized on the 6-6 plan	57	6.4
Systems organized on the 6-4-2 plan	4	.4
Systems organized on the 7-5 plan	22	2.5
Systems organized on the 7-2-3 plan	5	.6
Systems organized on the 5-3-4 plan	34	3.8
Systems organized on the 7-1-4 plan	5	.6
Systems organized on the other plans	7	.8
Number of questionnaires sent February 1, 1923		1160
Number of school systems reporting by March 5th	877 or 75.6%	

Of the 877 school systems reported in the table, 501 or 57% have departed from the traditional 8-4 plan and have adopted some of the features of the junior high school.

Mr. James M. Glass, Director of Junior High Schools of the Department of Public Instruction, State of Pennsylvania, has recently issued a report showing the status of the junior high school movement in cities above 100,000 population. Mr. Glass' report shows the following facts for these cities, of which there are 68 in the United States:

- | | |
|--|-----------|
| a. Number of cities reporting | 63 |
| b. Number of cities reporting junior high schools in operation | 34 |
| c. Number of cities reporting junior high schools in operation, under construction or authorized | 47 or 74% |

d. Number of cities reporting adoption of junior high schools	2
e. Number of cities reporting adoption is favorably considered (in addition to a, b, and c)	1
f. Number of cities reporting no junior high schools	10
g. Number of cities reporting decision not to adopt junior high schools	3
h. Number of cities having taken positive or favorable action to the junior high school movement	50 or 79%
i. Number of cities having taken no action or negative action relative to the junior high school movement	13 or 21%

It is very evident from this report by Mr. Glass that the large cities of the country are very rapidly committing themselves to a 6-3-3 plan of organization. I am certain that you will agree with me that the foregoing statistics indicate that the old 8-4 plan of public school organization is doomed, and that a modified type is very rapidly gaining favor. In view of this fact it would appear that the time has come when the colleges should admit the existence of the junior high school and revise their entrance requirements accordingly. Should they fail to do this the colleges will become increasingly out of touch with secondary school education.

I wish to advance a concluding argument for the restating of entrance requirements in terms of the work of the last three years of the secondary schools. It is an argument that I fear some of you will consider as expressing a wish rather than a fact. I believe, however, that one of the *strongest arguments for the proposal is found in the possibility of the colleges securing more specific attention to college preparation in the senior high school than is now given in the four years.* This would result from an effort to emphasize it as one of the major functions of the senior high school.

It is idle to urge the public secondary schools to make preparation for college their sole function, but it would appear desirable and feasible to stress it as one of the purposes of the senior high school. I am certain you realize that the present tendency in the high schools to emphasize varied functions other than college preparation has created many difficulties for the colleges. It has, even, in some quarters, made necessary the offering of secondary school units in our colleges. I know there is a tendency in some quarters to blame the high schools for these difficulties. In the defense of the high school, however, it must be stated that it has changed so rapidly in recent years that it has not been possible to continue its old methods of college preparation. The rapid growth in the high school enrollment since 1890 has no parallel in educational history. Thorndike says:

“For every one hundred children who reached fourteen, there were about three and one-half times as many beginning high school in 1918 as in 1890.” Also that “the number of high school pupils in 1918 was six times that in 1890, while the number of children of high school age in 1918 was less than one and two-thirds times that in 1890.”³

The results of this tremendous influx of pupils have been well stated by the N. E. A. Commission on the Reorganization of Secondary Education:

“The character of the secondary school population has been modified by the entrance of large numbers of pupils of widely varying capacities, aptitudes, social heredity, and destinies of life. Further, the broadening of the scope of secondary education has brought to the school many pupils who do not complete the full course but leave at various stages of advancement. The needs of these pupils can not be neglected, nor can we expect in the near future that all pupils will be able to complete the secondary school as full-time students.

³ Thorndike, *Psychology of Algebra*, pp. 46.

"At present only about one-third of the pupils who enter the first year of the elementary school reach the four year high school, and only about one in nine is graduated. Of those who enter the seventh school year, only about one-half to two-thirds reach the first year of the four year high school. Of those who enter the four year high school about one-third leave before the beginning of the second year, about one-half are gone before the beginning of the third year, and fewer than one-third are graduated."⁴

This influx of students has further led to some marked changes in the curriculum, in the introduction of commercial and industrial subjects, as well as the reorganization of the subject matter in many of the older fields. It is my belief that much of this new material will find its place in the junior high school, and that it will be possible in the senior high school to provide for a limited amount of specialization in terms of pupils' abilities and ambitions. This would seem desirable especially in view of the fact that more than forty per cent. of the graduates of the typical senior high school enter some type of higher institution. If some degree of specialization is provided, it will be possible for the senior high schools to emphasize preparation for college for the group wishing to secure the same.

I am glad to report that the University of Nebraska has revised its requirements as to admit the graduates of senior high schools. The statement reads:

"Entrance Subjects from Senior High Schools

"Graduates of accredited senior high schools (grades 10, 11, and 12) may have full admission to freshmen standing on 24 entrance points (conditional admission, 23 points) completed in the senior high school; provided that a year of algebra and a year of foreign language may be counted from work carried in a junior high school, in such instances, the total credit earned in grades 9-12 not being fewer than 30.

"Eighteen academic points are required, 14 of which shall

⁴ Bulletin 1918, No. 35, U. S. Bureau of Education.

consist of a major (6 points) and 2 minors (4 points each), which shall include English and Mathematics for all colleges. Academic subjects are defined as English, foreign Languages, Mathematics, Natural Sciences, and Social Sciences. A major in foreign languages may consist of a year of one language and two of another, but a minor must be in a single language."

It should be noted that the foregoing requirements do not involve as radical a change as that proposed in this paper. However, if all of the colleges would follow Nebraska's progressive leadership in this matter it would give the junior high schools the freedom that they desire.

To summarize the arguments for the adoption of the North Central recommendation of a revision of entrance requirements in terms of a junior-senior high school plan:

(a) The junior high school is the outgrowth of a demand for the reorganization of the public secondary school that has been sponsored by public school and college leaders, and the time has arrived for the colleges to recognize the results.

(b) The reorganization of the curriculum of grades seven, eight, and nine is not going forward in terms of college entrance requirements as now defined.

(c) The failure of the colleges to recognize the junior high school will have the effect of retarding the curriculum reorganization desired by junior high school leaders, and will tend to undermine the good feeling between the high schools and the colleges.

(d) The junior high school movement has now reached the point where it has profoundly affected the traditional type of school organization based on the 8-4 plan.

- (1) Of 877 school systems in the North Central territory, 501 or 57% have departed from the traditional 8-4 plan.
- (2) Of the 68 cities of over 100,000 population, 50 have taken positive or favorable action towards the junior high school movement.
- (e) There is reason to believe that college preparation

would be done more thoroughly if emphasized as one of the major functions of the senior high school.

In conclusion, I wish to urge you, as Registrars, to acquaint the faculties of your institutions with the extent and character of the junior high school movement, and to advise them as to the meaning of the recommendations of the junior high school committee of the North Central Association.

President WILSON: Is there any discussion of Prof. Edmonson's paper.

DISCUSSION

Mr. SMITH (University of Wisconsin): It seems to me that we can solve the question of entrance from the Junior High School as well as the Senior, by recognizing certain needs. The Junior High School men say they are not going to give their work in the terms of admission. In mathematics are we going to say that we must have algebra in the first year, geometry in the second year, or are we going to put into the colleges and universities more preparatory work by giving elementary algebra? It comes down to one of those two things. Now, if we say that the equivalent of algebra might come from the Junior High School, and the one unit out of the required work in social science might come from the Junior High School, and possibly one or two units in foreign language could be offered from the Junior High School for continuation in the Senior High School, I myself would not be in favor of permitting any language credit from a junior High School that was not continued in a Senior High School. The same thing is true in other fields. But it seems to me we can define it in those terms more effectively, and not so but what we can have the organization of the Junior High School as free as the men want it, and then we can determine what we want as an entrance requirement.

President WILSON: Is Dr. Edmonson prepared to inform Mr. Smith as to that point?

Mr. EDMONSON: I have worked out a proposed statement of entrance requirements for the University of Michigan. I wish to say in reading the statement, that this has not been approved by any committee, but has simply been discussed informally, and should not be taken as the entrance requirement of any Senior High School. It provides for three years of English taken in the Senior High School, one year of geometry taken in Senior High School, one year of algebra taken in advance of any mathematics taken in Junior High School; one year of a laboratory science, one year of history, two units of foreign language study in advance of any foreign language study taken in Junior High School; making a total of nine units, three units elective, two of which may be elective from among any of the units offered in the High School. Now, if you will note in that statement of requirements, we recog-

nize the fact that a student needs to have certain specific preparation for college, and he needs to know something about mathematics in order to come into the work on mathematics on a college level. He must know something about language in order to carry language on a college level. Now, if they will state their requirements in terms of Senior High School, and will define certain specific requirements that the student does not need to take into account until he comes to the eighth grade, I believe they will have the support of many of the school leaders. That statement of requirements is framed in such a way that even the small school can meet the requirements. I am doing all I can to put an end to foreign language instruction below the tenth grade. It should be advanced to the upper years. I am also trying to get algebra eliminated from the ninth year, because algebra, on the basis of the advice given me by the members of the Faculty of Michigan, is one of the most important college preparatory subjects; therefore, we are trying to get it advanced beyond the ninth grade. I think if the college will state its entrance requirements, we will have little difficulty.

President WILSON: Mr. Smith, does that meet with your idea, sir?

Mr. EDMONSON: Your larger Senior High Schools would certainly qualify on the basis of this preparation, but your smaller schools would have to provide for this required course in algebra.

President WILSON: That would, as I understand Professor Edmonson, take care of the mathematics required for admission to most colleges, but would not quite meet the requirements for admission to engineering schools, which usually include solid geometry in addition to the other subjects.

Mr. EDMONSON: Solid geometry and trigonometry.

President WILSON: That would be taken care of in the third year, the last year of the Senior High School.

Mr. EDMONSON: Yes.

Mr. PASCHAL (Wake Forest): I would like to state that it applies to only part of the High Schools of the country, and only certain sections of the country. It might apply very well, I think, to the sections in the North Central Association, but it certainly does not apply at all to the schools represented by the Southern Association of Colleges and Secondary Schools. We think we have done mighty well in the State I come from, North Carolina.

Our State Inspector of High Schools tells us that we have 402 accredited High Schools in the state; of those 402 High Schools, 63 are in cities and the others are in rural districts, representing in each case a large section of the country. In these sections of the country the good roads in North Carolina have made it possible for the students to attend school. The question of a Junior High School has never arisen down there, and to inject it would be to retard very seriously the development of the High School. We would have to pay the teacher to develop such a thing as a Junior High School down there now. While it would be a good thing for the country where the schools are greatly advanced, and where they

have good teachers and plenty of money for the development of High Schools, it certainly would be fatal to the development of High Schools in the other sections of our country to bring that question before them now.

President WILSON: Is there further discussion?

Mr. MATHEWS (University of Texas): Now, I want to protest a little against this accusation of the South. Carolina—I suppose they spend all their money down there for cotton mills, and have very little left for schools; but in Texas, one of the most interesting questions we have up now is the Junior High School, and we have in one of our cities a thoroughly organized system on that basis. I don't see any particular difficulty about it in respect to the colleges. I think the Senior High Schools will have to be careful in their organizations. I had in mind the question that has just been raised, that is, if in the Junior High Schools this purview of High Schools is going to be of such a definite character as to enable the Senior High Schools to build on, particularly in English, mathematics and foreign languages, then a college that requires two entrance units in foreign languages would not care whether the equivalent was first taken in the Junior High School, and then in the Senior High School, or whether both were taken in Junior High School. But if the Senior High Schools would have to prepare for both groups of pupils—algebra for those who never have heard of the subject, and for those who have some acquaintance with it, and the same thing with English and foreign languages—that would raise a serious problem for the Senior High School; but it seems to me the colleges could re-state their admission requirements without any difficulty, and foster this very interesting and promising movement. I am not very enthusiastic about this hopefulness that Mr. Edmondson holds in regard to the Senior High Schools preparing their students almost exclusively for the colleges. I don't think the High School people are going to restrict their students to those who expect to go to college; but I think it certainly must be right to some degree, and that there will be some improvement on that point too.

Miss MCGAHEY (University of Nebraska): We find there is a very slight change over the four year plan. In the engineering colleges, for instance, instead of having their entrance requirements, we choose our major and two minors from English and mathematics and physical science, and those are the essentials for the engineering colleges. In the other colleges, I think the plan is similar.

Mr. KERR (University of Arkansas): I want to add that I feel favorable to the proposition that our University has already taken preliminary steps for recognizing this movement. We have a few, I think not more than two or three, Junior High Schools in Arkansas, and yet we feel that we can afford to recognize them in this way; in fact, we have not changed or modified our regular form of admission, but we are simply planning to provide a tentative form of admission for students coming from a recognized Junior and Senior High School, whereby they may enter by having but twelve units from a Senior High School. I would like to ask one more question of Mr. Edmondson: in your summing up of the units,

do you plan to require twelve units from the Senior High School, or eleven?

Mr. EDMONSON: There is a growing feeling among the High School inspectors, that colleges should require sixteen units for admission, and sixteen and a half, or seventeen units, for graduation. Difficult problems are sometimes created by most of the colleges in admitting students on fifteen units. Therefore, this Committee on Junior High Schools has taken the stand that students should be expected to submit the minimum number of units that they would ordinarily earn during the three year period, namely, twelve units.

Mr. HARRELL (Millsaps College): We haven't many Junior High Schools in our state, but the plan is growing and we are favorable to the plan. In the city in which I am located, we have had in existence for a number of years one Junior High School. At the present time we are constructing another Junior High School in another part of the city, with one central High School of the three year type. As a member of our High School Accrediting Commission, I propose to recommend at the next meeting in May the setting on foot of this plan to recognize the twelve units suggested. This Commission is made up of representatives of the colleges and of the secondary schools. Our college now recognizes the following requirements: fifteen units for admission, of which nine and a half units are specified; three in English, two and a half in mathematics, two in history and two in one foreign language.

Dr. ELLIOTT (Leland Stanford): I have listened to this paper with a great deal of interest, and with approval. In California we have the Junior High School, but up to the present time, the present year, we have not asked such questions as those which you raise. When the question of a year of general mathematics instead of a year of algebra first came up, I put it to the Engineering Department, and they said, that there would be no objection to the accrediting of them, but that they were not certain of the value of general mathematics as a preparatory course for engineering. Just now in California, the High School principals have formulated a demand—I won't say a demand—but they have requested the universities to recognize the three year Senior High School as a preparation for the universities and disregard the last year of the Junior High School. So far as I understand the attitude of California and Stanford, we are receptive and favorable. We still like to know what they are doing in the last year of the Senior High School. I want to raise one question here: What would happen if the universities did not specify nine and a half units, or any number of units? What is necessary? What is it that the universities demand from the preparatory schools? Of course, we understand in engineering that certain things, including mathematics, must be offered; but supposing the universities did not define it, but left it to the High Schools, would the High Schools all go to pieces under that system, or could they handle it in a different way in consultation with the university men? At any rate, that is the way Stanford has always done since 1892. We specify and prescribe only English, and the other units necessary to make up the fifteen units are taken from the High School curriculum. Of course, we recognize that in California we have had the system of the State

University of prescribing units, and that has had a great deal of influence with the High School. Do we gain anything by specifying the subjects? I ought to add that the subjects are specified for requirements in the lower division of the University for the first two years which may be anticipated in the High School. If they are all anticipated it would amount to about ten prescribed units. If the High School student anticipated all of the requirements of the Junior College, it would run to that number.

President WILSON: Is there further discussion?

At this time I would like to ask Dean Maxwell, Chairman of the Committee of the North Central Association of Colleges and Secondary Schools that has charge of the special studies made by this Association, to make a statement.

Dean MAXWELL: I crave your indulgence for a very few minutes to present a problem in which I must secure the co-operation of the registrars of the country, if the study is to be a success. At a meeting in March, 1924, a resolution was passed by the North Central Association requesting us to consider the advisability of making a study of the success of the graduates of the North Central High Schools of June, 1924, who entered higher institutions of learning in September, 1924; similar to the study that has been made for several years in the Southern Association of Colleges and Secondary Schools. I know that practically all of the registrars here are familiar with that type of study. The Committee met with Dr. Roamer of the Southern Association, who has had charge of the special studies, and who has investigated this problem. We decided to follow closely the technique which was used in the Southern Association. When the actual accrediting plan was forwarded to the Secondary Schools, we enclosed another blank called Form D, in which we requested them to give us the names of the graduates for June, 1924, from the Secondary Schools, and also the colleges which those students were attending. We also asked for the total number of graduates, and whether or not they required examinations in the High Schools. We felt from this study that we could get some interesting information. I have that information already

compiled, and you may be interested to know that in the North Central Association there were approximately one hundred thousand graduates in June, 1924, and approximately forty thousand of those graduates entered higher institutions of learning in September.

Now our desire is to find out what has become of those forty thousand students, and what records they have made in the colleges. We have compiled a form for the collection of this information from institutions of higher learning, and I submitted it to four representative registrars of this Association for their criticism and suggestion. After I received those criticisms and suggestions, they were incorporated in a blank, somewhat similar to the form that has been used by the Southern Association, but I think with a slight improvement over the blank which they have used in the past. They have recently revised their form, and possibly their new form is superior to ours. But I have already prepared in my office the names of those students, and I have a form letter now in process of printing, which I hope to distribute within the next week, if it is possible to do it; it may not be possible to send them out, because you may be interested to know that the graduates of the North Central High Schools are attending over one thousand different institutions in this country, so I suppose every registrar here probably has students who have graduated from the North Central High Schools.

We have asked for this information: in what college or university is the student registered, his name and the High School from which he graduated, the number of hours of work for which he registered and the number of hours he failed and the subjects in which he failed. In addition we wish to know what happened to the student, whether he withdrew in good standing, or whether he failed, and in what subjects he was failing when he withdrew. We appreciate that possibly there are a good many errors in the material which we have secured from the High Schools. Many blanks in my office do not contain the names of the high schools which the students attended. Then, again, the names of the stu-

dents and the colleges they are attending are lacking. In other cases, I have the names of the schools, with the date at the top, and then again, the colleges which these students are attending, but the high school authorities have failed to give us the names of the students.

My experiences have caused me to develop a considerable respect for registrars who deal with statistics from the High Schools of this country. I appreciate some of your problems in the little investigation that I have made. I have practically guaranteed to get this material tabulated during the summer, and to return to the State Chairmen in the various states of the North Central Association the records of the students from the various High Schools of the state, in order that the Chairmen may have an opportunity next fall to check the work in the various High Schools. I appreciate that this is going to entail a great amount of work in your offices, but I trust that you will furnish this data to the best of your ability on the form of letter that I am having printed. I am asking that this information be returned by the first of June; of course, if you cannot return it to me until the fifteenth of June, it will be gratefully accepted at that time. I trust that we shall be able to make a study that will be worth while to the Secondary Schools, Colleges and Universities in this country. I thank you.

President WILSON: I think I can assure Dean Maxwell that the registrars of this Association will help him. In the south, as he mentioned, we have been doing this for quite a number of years; I don't know how long, but it is a good while, and Dr. Roamer has found that this accumulated information has been very valuable.

The next paper on the program is by Mr. R. M. West, Registrar of the University of Minnesota, on the subject of "Registrarial Co-operation in Educational Research."

Mr. WEST (University of Minnesota): Mr. President and Friends: I know that the cement lined swimming hole over

there is beckoning a great many of you, so I will forego what our friend Maruth has referred to as his "bedtime story," and I will stick strictly to the manuscript.

REGISTRARIAL COOPERATION IN EDUCATIONAL RESEARCH

By R. M. WEST

Registrar, University of Minnesota

Your Executive Committee has asked me to present the Association's side of the problem of cooperation with such agencies as the United States Bureau of Education in supplying data for the studies to which we so frequently are asked to contribute. I fear, since I have never discussed the matter with any of you that I am in no position to comply with the Committee's request. Assuming, however, that your experiences in this connection have been similar to my own, I will take advantage of the opportunity to express my personal views on the subject and give you an opportunity to approve or disapprove of these as the views of this Association.

By way of introduction, let me say it is my firm conviction that more valuable statistical material does not exist than that to be found in the offices of record of educational institutions. I do not refer to institutions of higher learning alone, but to all of those organizations included in the educational systems of the country of which the colleges and universities we represent are a part. The value of this material, of course, lies in the fact that it can be made to measure the effectiveness of educational experimentation and thereby form a basis for the further development of real educational science. Certainly no other science is of more fundamental importance to all of the people.

I am just as firmly convinced, however, that in comparison with the potential values inherent in our educational records the statistical studies which emanate therefrom, as a whole, are woefully inadequate. In place of devoting our energies

to the solution of the larger educational and administrative problems that today face our colleges and universities, we are largely dissipating those energies in the attempt to answer every curious inquiry that comes to hand.

Many of these inquiries, and I suspect a large majority of them, are answered with figures which we well know do not actually reflect the situation which they will be interpreted to represent.

In place of organizing and utilizing the data available in our offices for actually measuring the results of our own educational problems and increasing the efficacy of our own institutions we are supplying figures without end to graduate students, to other institutions, educational and otherwise, to the Federal Bureau of Education for publication in the dim and distant future, and to self-styled "Educational Directors" of the press.

This is done to the end that through these various agencies we may be rated as first, second, tenth or fiftieth in the size of some one or more of our activities among the educational institutions of the country. Qualitative comparisons which might result in some profitable introspection are with rare exceptions most studiously avoided. It seems strange, indeed, that any of us should speak slightly of the vital importance of "All-Eastern," "All-Western," and "All-American" football teams. Mythical as they may be, they are based on sounder comparisons than many of our enrollment data afford.

I would not decry real comparisons between our institutions. Even those that are quantitative only are of value and necessary for any qualitative comparisons that might follow. I do believe it is most unfortunate that we should continue to spend time and money on comparisons that relatively are of little value since the very nature of our units of measurement makes it impossible to draw comparisons between institutions with any degree of reliability.

There appeared in a recent issue of *School and Society*, a comparison of colleges and universities with respect to

enrollment and teaching staff. The University of Minnesota was there shown with practically the same size enrollment as the University of Illinois but with only two-thirds as large a faculty. The author of the study undoubtedly made the best comparison he could with the material he obtained, but I can only conclude that either the figures misrepresent the facts or students in the state of Illinois require 50 per cent. more teaching than those in Minnesota to attain to academic bachelorhood, or Illinois has reached a woeful state in the efficiency of its teaching staff.

There are, of course, many factors that contribute to the existence of this state in our affairs, but the one I wish to emphasize as pertinent to the particular problem under discussion is this: valuable as our figures may be as long as those who use them and interpret them know what they represent, they become valueless when they are collected, compared, and interpreted by those who are not in a position to know their significance.

The responsibility for this situation is, obviously, partly our own. We do not all of us speak the same vernacular in our tables of statistics and in our enrollment and scholarship reports. Furthermore, our units of enrollment measurement are far from absolute. For example, when I speak of "graduate enrollment" I refer only to those students who are actually registered for a graduate degree. When some of you use the same term you include all registrants who hold bachelor's degrees. When I speak of "undergraduate collegiate enrollment," I include a large number of part time students, teachers in the public schools of Minneapolis and St. Paul who are registered for late afternoon and Saturday morning classes, a group which some of you would include in figures for extension students. My figures on enrollment are based on every student who pays fees, regardless of whether he actually attends classes or cancels his registration before classes begin. Some of yours represent only those who are actually in attendance after a given period of readjustment at the opening of the year. Our schemes for

deducting duplicates differ and most of us fail to differentiate between the student who remains in residence throughout the year and the student who cancels his registration during the year; the student who carries a full load and the student who carries more or less than the normal program of work. I might continue for some time to cite further differences which have developed through local conditions and early practices when the small size and simple curricula of our respective institutions rendered such factors of relatively little importance in inter-institutional comparisons.

It must be recognized, however, that on account of these established customs, the problem of unifying our practices and nomenclature becomes a difficult one.

In spite of the foregoing, however, I believe a large share of the responsibility for misrepresentation of facts rests with those who so generously use and misuse our data. It is they who assume the initiative in their collection, comparison, and interpretation, and they frequently ignore or misunderstand our attempts at explanation. Furthermore they are as well aware of the difficulties of making absolute comparisons as we. Judging, however, from the endless chain of questionnaires which pass through my hands, and the published reports which result therefrom these difficulties rest lightly on their consciences. It seems certain, too, that if we registrars speak various modifications of a common language developed from a one time mother tongue, the originators of these questionnaires have a language all their own as easily understood by us as the language of Confucius.

We are far indeed from that happy condition described by H. G. Wells in his *Men Like Gods* where the Utopians and Earthlings reached complete understanding through perfectly attuned thought. I should say, in fact, we more nearly approach the interesting phenomenon that is described as having taken place following the erection of the City and Tower of Babel.

Something over a year ago there appeared from the press the first of three volumes of *The College Blue Book* by Dr.

Hurt of Columbia. Most of you, undoubtedly, contributed to this compilation. The data there relating to the University of Minnesota are so misrepresentative of the actual facts that I personally have little confidence in the accuracy of any of the information which the book contains. Apparently we failed to understand the original questionnaire which was submitted, or our replies were misinterpreted, or both.

We are all of us asked to supply figures without adequate information concerning the purposes which they are to serve. The forms which we are asked to fill out rarely are so worded as to permit us to supply the requested data without modification at this point and qualification at that. The larger and more complex an institution becomes the more difficult it is to answer these questionnaires fairly or to make the necessary modifications clearly understandable when we are largely in the dark as to their ultimate purpose.

It is no wonder to me, with the meager information accompanying most of these requests, that errors and inconsistencies appear in the published results, and that erroneous interpretations and conclusions are drawn. On the contrary I would be amazed if it were otherwise, and I must confess that my periods of amazement from such causes are few and short lived.

What I have attempted to describe so far is in no sense peculiar to the investigations and investigators of the Federal Bureau of Education; but, if that agency is no worse than others of its kind, I can not with a clear conscience say that it is any better.

A second point which I wish to emphasize applies more specifically to the Federal Bureau and is, I believe, but another expression of this lack of common understanding. So far as my experience goes, investigators in the Bureau appear to lack all comprehension of our side of the problem of furnishing them with the information they desire. That we reciprocate by failing to comprehend their side of the problem, I am free to admit. That at least, is the most charitable conclusion at which I can arrive.

I will illustrate with a single experience.

In February of 1924, I received through the President's office a blank form and letter from the Bureau of Education asking for information relative to the residence of students who had been in attendance during the previous academic year.

At Minnesota, and I presume in most institutions, the records are broken at the opening of each academic year and those for all non-returned students are transferred to an alphabetical "dead-file." This particular questionnaire, like most of its kind, did not adapt itself in detail to our routine statistics and to have reassembled the records in question and obtained the desired information would have involved us in an expenditure of several hundred dollars. We accordingly forwarded such of the data as were available with an explanation.

In the course of a few months a second set of blanks and a second letter reached us calling attention to the fact that all of the information originally requested had not been supplied. We wrote again explaining the situation somewhat more at length and I took the liberty of suggesting that in the future better cooperation might be obtained if we could have a statement of the Bureau's plan before the expiration of the year to be included in the study rather than after its close.

In the course of another few months a third set of blanks was received and a third letter, again pointing out the fact that Minnesota had failed to respond fully to earlier requests. No reference was made to the previous explanations we had made nor to the expense of assembling the data which we had suggested might be met by the Bureau if the missing information was of sufficient importance.

Despairing of any recognition of such replies as we might make, the matter was turned over to the Dean of Administration, who happened to be personally acquainted with the investigator in question. The Dean forwarded our explanation once more.

We then received a letter requesting that we estimate the figures that we could not otherwise supply. To end the controversy we did so and I appended the following statement to the final set of forms.

"These (referring to the estimated data) are pure guess work and I have no idea that they in any instance approach the actual facts. I dislike to furnish figures of this kind and am doing so only with the above understanding with reference to their inaccuracy."

This reply was apparently satisfactory. Figures now appeared in every column on the sheet and all questions were answered. The comparisons between colleges could proceed according to plan. What more could any careful, conscientious, scientific investigator desire?

When the results of this study are published, however, I will review them with real interest. If the guesses which we contributed appear in the report as facts, I will reserve the right to question how many other of the stated facts were arrived at in a fashion similar to those representing the University of Minnesota.

If, on the other hand, the investigator presents those guesses honestly, and I have no reason to assume that he will not, I would like seriously to raise the question as to the actual importance of a large part of the figures that we are asked to supply.

This brings me to the last count in my indictment, namely that many times, I am convinced, we are asked to furnish a great many more figures than are ever used in the studies for which they are supplied. I can explain this only on the ground that the plans for the studies are not properly matured before the requests for data are distributed, or because the investigator believes that the information would be a nice thing to have in his possession.

Either explanation if true constitutes further evidence of the lack of consideration for the offices all over the country who under the guise of cooperation are asked to expend time and funds in the furnishing of material for the investigator's files and eventually for his wastebasket.

Whether I am correct or not in assigning either curiosity or immature plans as the reasons for unnecessary requests, I am certain that our statistical bureau spends in the aggregate many weeks each year supplying figures which as yet, and many were sent in years ago, have never been used.

In this same category might be mentioned a large mass of material which is used but which might better have followed its kind into the waste-basket. Either it has no bearing on the point at issue or the entire article lacks excuse for existence.

May I illustrate by calling attention to a bulletin of the United States Bureau of Education entitled "Technique of Procedure in Collegiate Registration." Most of you probably received copies. If not, they can be obtained from the government printing office for five cents a copy, a reasonable price since it comes within five cents of what they are worth.

The author, although an associate professor of education and not a registrar, might have been expected to have some understanding of his subject, and many of us contributed a considerable amount of time to the questions which he sent out presumably on that assumption. I read this bulletin from page to page with increasing amazement. Not a paragraph nor a sentence could I find devoted to any of the fundamental principles underlying registration office practices. Neither could I discover any evidence that the author had given consideration to any of the controlling factors which must necessarily determine in large measure our registration procedures. Before this audience, convention precludes a statement of my candid opinion of that publication. I will confess that I read no further than page 13 when I learned that "The (registrar's) quarters, to be satisfactory, should be as large as possible, ——" and that, "the hours should be from 8 to 12 and from 1 to 5." I have no doubt but what from the remaining 13 pages I can learn what and how much I should eat for lunch, how I should address the president of the institution, and how I should treat my wife and children. I dared read no further.

The idea of cooperation, to me, implies the assumption of some responsibility, the exercise of some consideration, and the recognition of such other viewpoints as may exist, on the part of all concerned.

I have no objection to furnishing at any time such data as may be already available in my office. I have no objection to opening my files, under proper supervision to any one who may desire to use them as an aid in the solution of an educational problem. Furthermore, I am always glad to enter into any cooperative plan that is truly cooperative and which will help to accomplish a better understanding of the common problems of the institutions which we serve. I do, however, take exception to an attitude which assumes that all other considerations are negligible in comparison with any request from the United States Bureau of Education.

Please understand, I do not say that the Bureau or its investigators consciously assume that attitude, but merely that my contacts with them have led me to strongly suspect its existence.

I fully recognize the right of the Federal Bureau to require certain reports concerning the activities of the Land-Grant Colleges which Congressional acts have subsidized. Beyond such reports, however, I feel that the University of Minnesota has no more of an obligation to participate without its own consent in the studies of that Bureau than in the projects of individuals who may be engaged in the study of similar problems.

Before giving such consent, I believe that I am entitled to determine for my office, subject of course to the approval of the President, whether the expense to be incurred in any cooperative project is justified by the importance of the probable results either to my own institution or to the cause of education in general. I can come to a decision only when I am adequately informed as to the purposes of the project and the procedure to be followed. Furthermore I must be reasonably satisfied that the character of the data to be collected will be evidence both competent and relevant to the problem proposed.

Now, obviously, there is no excuse for so pessimistic and querulous a complaint as the foregoing unless some remedy can be suggested.

Our part of the problem would be partially solved if we could agree among ourselves first upon some common definitions and second upon some common units of enrolment measurement that really measure student loads.

It would be futile for me to propose a detailed plan at the present time and I shall make no attempt at one. This is a matter which should receive the most careful study after consideration of the many diverse problems existing in all of the institutions here represented. That it is possible to arrive at a satisfactory plan I firmly believe, if we are agreed that the necessity exists.

However the adoption of such units and definitions alone will not fully meet our needs. At the St. Louis Convention Mr. Walters proposed certain definitions which were adopted and from time to time during the conventions of this Association I have heard mentioned a uniform transcript blank. I recall that some years ago our University Senate, after much discussion adopted a long list of simplified spellings, and so far as I know the only place that those words have been so spelled before or since in any University of Minnesota publication is in the minutes of that meeting.

If we can agree upon common terms and units of measurement, and I believe we can, the problem is only half solved.

These must be sold to the institutions we represent so that in all of our reports, and the reports of our presidents and governing boards, they will be used and understood.

The fact that they will then present a common language and enable more exact comparisons between institutions should make the marketing phase of the problem a fairly simple one. We will have past practice and tradition to deal with, to be sure, and tradition in an educational institution is a formidable opponent as we all know.

Further, I believe we should be able to agree upon a certain minimum of basic statistics which we can each assemble

annually or oftener and which will be available at any time on request.

It would be preferable, in fact, if these data could be regularly reported to a central agency for issue. This would obviate the present duplication of requests which now demand so much of our attention, and would enable those desiring the information to obtain it from a single source without circularizing all of the institutions in which they are interested.

The logical agency for this purpose would be the United States Bureau of Education, if that Bureau would be willing to serve in such a capacity and so organize the service as to provide prompt assembling of the data and early publication.

With these basic data known to be available it should be fairly simple to insist that investigators desiring cooperation in specific problems necessitating the accumulation of additional statistics, submit their plans and preferably their questionnaires in tentative form sufficiently in advance to permit the assembling of the desired information without serious inconvenience or unnecessary expense to participating institutions.

I promised in my introductory remarks that I would give you an opportunity to express your approval or disapproval of my viewpoint. I will do this in conclusion by introducing four resolutions with the request that when the proper time arrives in the proceedings of this convention, they be brought before you for a formal vote.

In view of the situation described at some length in this paper

Be it resolved: that the American Association of Collegiate Registrars in convention assembled instruct its Committee on Educational Research to make a study and recommendations with reference to:

First: such definitions of terms of enrolment as will be applicable to the several types of institutions holding membership in the Association, and so far as possible, to other collegiate institutions.

Second: such common units of enrolment measurements as will permit of exact comparisons of student loads in comparable institutions, and

Third: such minimum requirements for annual reports as can regularly be made available for transmittal to investigators desiring such information from members of this Association.

It is understood that these recommendations will be reported back to this Association at its next convention after as full a study as possible of the problems incident to their adoption in participating institutions.

Be it further resolved: that when satisfactory definitions and units of measurement are finally adopted by this Association, all possible support and assistance in their introduction be solicited from the Association of American Universities, the Association of State Universities, the Association of Land-Grant Colleges, and such other organizations as may be interested in the problem; and that the administrative body concerned with such matters in each of the several institutions here represented be apprised of the advantages which will accrue through the general use of these common standards and be urged to consider their adoption.

Be it further resolved: that this Association does not approve of participation in or of furnishing data for investigations (except such data as may regularly appear in the routine reports of the several institutions) unless fully advised as to the purposes for which the desired information is to be used and the types of comparisons which are to be made sufficiently in advance of the period under consideration to permit of economical and accurate assembling of such data, and

Be it further resolved: as the sense of this Association that genuine cooperation in the organization of real inter-institutional comparisons is of inestimable value to our common cause of advancement in educational science, to be encouraged and participated in to the fullest possible extent consistent with the foregoing resolutions.

President WILSON: I know that everyone agrees with practically everything Mr. West says, and that most of us have had experience on exactly the same lines that he has mentioned.

Are there any questions, or is there any discussion of Mr. West's paper?

DISCUSSION

Mr. GRANT (Columbia): What Mr. West has suggested as the basic statistics for inclusion in our routine reports, appeals to me very much. I think it would be wise not to limit ourselves to a minimum amount, but to strike an average which would be fairly representative. That is to say, let us agree on a set of statistics and have those in our annual report and then we may have the pleasure of referring inquiries to those papers.

President WILSON: Is there any further discussion?

Mr. SAGE (Iowa State College): I have the same kind of a protest as Mr. West in regard to some of the figures published last fall in "School and Society," and which contained a list of institutions which ranked first, second, third, fourth and so on. This list consisted of only about thirty colleges. The difficulty is that some of the largest medical schools are left off of that list and consequently those institutions are not receiving proper recognition. I think that is possibly true in states like our own in which the universities and the state colleges happen to be separated. The same thing is true in the state of Indiana, and, possibly, in ten other states. Consequently there is no recognition of the enrolment in state agricultural and engineering colleges. My policy will be not to supply any figures at all in regard to our institution. Indeed, I think it is only fair that we refrain from giving any figures at all, unless we are to be recognized in the proper manner in the figures to be published.

Mr. EDMONSON (University of Michigan): May I inquire whether the Federal Bureau of Education has asked this organization to appoint a member to serve on the Committee on Research in Secondary Education?

President WILSON: I think not.

Mr. EDMONSON: Mr. Tigert is creating a Committee on Research in Secondary Education, and he has called upon a number of organizations to name members. Among the organizations is the Southern Association, and I think this matter was discussed before the Southern Association by Commissioner Tigert. I represent the North Central Association on this Advisory Committee and have been in correspondence with Commissioner Tigert; we have given particular attention to the problem. The Bureau is conscious of the criticism as stated by the previous speaker. Commissioner Tigert is extremely anxious to secure the co-operation of all the various agencies who have occasion to use the services of the Bureau, and I am confident that it was simply an oversight that this organization was not asked to designate some member to serve

on the Advisory Committee. Upon my return to Ann Arbor, I shall write a letter to Commissioner Tigert, and advise him to request your organization to designate someone to serve on the Advisory Committee, for certainly this organization should have a voice in determining the advice given the Federal Bureau.

President WILSON: I am sure, Mr. Edmonson, that the Association will appreciate anything that you might say to Mr. Tigert. It happens that we have had rather an unfortunate experience with Mr. Tigert's office in the last two or three weeks. I had not intended to speak of it at all but in view of the present discussion, I shall mention it. Three or four weeks ago there was issued from the Bureau of Education an educational directory which included a list of officers of our institutions, probably nine lists of officers, but it did not include the list of registrars. I wrote the Commissioner and asked him why such a list could not be included, and why I thought it would be of use. His reply indicated that he did not seem to think very much of the Registrars Association. He didn't say it in those words, of course, but we felt a little sore. I have the promise of a number of people that they will take it up with Mr. Tigert, and I hope the matter will be adjusted.

If there is no further discussion, I will make a few announcements now, and we will then adjourn until later this evening at the Boulderado Hotel.

CONVENTION BANQUET

Tuesday, April 14, 1925—6.30 p. m.

President WILSON: I am very glad that we are going to have the pleasure this evening of hearing a talk by the President of the University of Colorado, Dr. George Norlin. Dr. Norlin takes the place on our program that was made for the Governor of the State, but on account of his duties at the State Capitol at the closing hours of the session of the Legislature, the Governor finds it impossible to leave. We are very glad that Dr. Norlin is here to take his place.

Dr. NORLIN: Mr. President, Ladies and Gentlemen: I find myself very much embarrassed, because I have never taken the place of a Governor before in my life, and I hope I shall never have to do so again. However, it is my privilege and pleasure to convey to you the regrets of the Governor who asked me particularly to explain to you that he found it impossible to come, and that he felt broken hearted by the fact of his enforced absence. I wish also to extend my genuine regrets for the same reason which keeps the Governor from us tonight.

Perhaps I should explain to you, and especially those of you who are not representatives of state institutions, that the closing days of the session of the Legislature have to be watched every minute with great care.

I am reminded of a story—I don't know whether I dare tell it to you—but Dean Fleming tells this story. Dean Fleming is a graduate, I believe, of that famous institution of the South from which that winning football team came, Center College. He also graduated from the Law School of the University of Virginia. But his higher education, his finishing education, was obtained in the good old days in the high altitude of Leadville. He tells this story about Leadville; and, as I say, I don't know whether I dare tell it. Perhaps I may be excused for telling it, because this

story is where the west begins. It is rather suggestive of the west; in fact, it is about the only western thing that I think we can produce before this convention. It is a story of a man who was out very late at night and came home about two o'clock in the morning, and was very much disappointed when he found his wife wide awake and with the light turned on. She looked him over and said "Where in Heaven's name have you been?" He said, "I have just been out with the boys." "Well, what have you been doing?" "Oh, I have just been in a little game of draw poker." "What's the matter with you? What's on you?" He looked at her, and said, "Nothing, that's nothing but tobacco." "How in the world did you get tobacco on your shirt?" He said, "I had to spit once in a while." She said "Couldn't you find any place to spit?" He replied, "No, not with that bunch." So you will have to excuse the Governor, and excuse me.

Will you allow me to express my appreciation for your thoughtfulness in having your Convention at this University. This is the second educational convention of a national character which has met in the course of the year on the campus where less than fifty years ago only the coyotes held their sessions amongst the cactus and the sage.

Permit me also to say that I have a great deal of pleasure on account of the fact that I have somewhat of a fellow feeling for the Registrars. It seems to me that you have difficult times, as do the college presidents. Your offices are the citadels of our towers of learning. You have an extremely difficult task in your efforts to admit only the right ones to your institutions of learning, and you find it difficult, I know, to weed out the wrong ones. If there is any task that is comparable to the thankless task of the college president, it is the task of the registrars, and I know there is a bond of sympathy between us.

Due to the "last minute" request which I received, I have not had sufficient time to prepare a speech. It has occurred to me that possibly you may be interested in a subject in

which I am particularly interested. When Mr. Burger asked me if I would speak, I said, "I can't think of anything to speak on other than 'this is the open season on education.'"

I don't think there is anything more interesting than the change that has taken place in the popular thought and the change of attitude toward higher education within the last six or seven years. Before the war, you know, there was a great deal of doubt as to the value of higher education, and particularly as to the utility of higher education. I remember the comments of a very distinguished foreigner who said that American universities provide athletics for the able-bodied and studies for the physically unfit. We all remember, of course, the famous remark of Woodrow Wilson while he was still president of Princeton, where, as he said, the side shows had swallowed up the main circus.

During the war, with a college man in the Presidency and college men at the head of the many departments of our government, it was discovered that modern war demanded the mobilization of learned men, and that the college man had a great advantage over the non-college man in positions of responsibility. There was consequently a complete change of feeling toward the colleges and the universities, a feeling that they were absolutely indispensable. This change of feeling was manifested by a great influx of students suddenly and in such numbers that they took us off our feet like a great flood. This experience was troublesome and at the same time inspiring because there was, I think, a great hope on the part of the colleges, the universities and the people that the education in colleges and universities of a rapidly growing body of our students would serve to help, and indeed succeed, in solving the problems which so far had been insolvable. We have had about six or seven years of this experience, and the change of attitude toward our colleges is as marked as anything could be. We have gone through a period of advancement within and without; we have experienced in the last year or two an enormous flood of literature—magazine literature, book literature, pictures

of college life, and so forth. Furthermore, we have been witnessing these last few years a step toward higher education, particularly in the appeals that have been made during this year from the state institutions to the state legislatures. Education has at last become quantitative rather than qualitative; so much so that certain reactionary movements are evident.

I do not know of anything that is more significant than the very critical attitude which has been characteristic of not only our state legislature but of almost every state legislature in the country towards the state universities; our State University, however, has fared very well this year, and stands out as a very striking exception to the general custom. Some of the state universities, according to the reports, will be crippled beyond recognition. There has been a critical attitude toward the argument and claims presented by the colleges. There has developed in many respects a hostile attitude and, whether we like it or not, it is something we have to take account of. I have been trying to get at what we call the psychology, trying to understand the temper as far as I could analyze it, of the legislature. I have talked with a man, a college man, who is well informed on the subject and one who acts with some judgment, and he told me that there was a rebellion against the increased cost of education, a feeling that education is beginning to cost so much that instead of saving Society it will break the back of Society. It is partly that, but it is not altogether that. It is a feeling that is expressed very frankly, to use his own words, that the result of getting an education seems to be in inverse proportion to the amount of money expended. In other words, a feeling that we are not getting our money's worth. We hear that report and it is absolutely authentic.

The other day I read a report of an investigation conducted by an enterprising newspaper concerning the average number of hours students had to study in order to "get by" with their weekly program of work. The results of the newspaper's efforts indicated that fifteen hours of study a week

was sufficient for an average student to pass at a particular college. It was further revealed that the students of today resented all references to academic obligations and showed interest in only extra-curricular activities. To put it in the words of this paper, there is an opinion that our colleges and universities are organizations of softness, that there are altogether too many students who go to college and that it is the duty of the colleges, and particularly of state institutions, to put the standards higher and higher, and thus make it more difficult for such students to remain in the institution.

I do not believe there are many of us who think there are too many students going to college. I think, and I believe it is true, that there are a great many students in college who should not be there; but, on the other hand, there are a great many people outside of the college who ought to be in college. After all the problem is one of selection. Approximately only one-half of one per cent. of the population of this country is in college. That does not seem to be an alarming percentage considering the tremendously increasing obligations that people have to assume nowadays. The thing I want to emphasize is that in spite of very definite opposition to mass education there is a certain improvement in the popular attitude of the people toward our colleges and universities. One of the indications of such improvement is the increased enrolment in our undergraduate courses. The slogan of the high school seniors is "go to college." It is the custom nowadays for all who are able to go to college, and personally I believe that it is a very good custom.

There has developed an attitude on the part of the students that needs watching. It may be better described, possibly, as a *laissez faire* attitude. The result of such an outlook is that a number of the freshmen come to us without any particular aim and apparently lacking in seriousness of purpose. Going to college is the custom and consequently it is "the thing" to do. A great many of our freshmen have no appreciation of a proper balance of activities and at first, at least, do not appreciate the real significance of college

work. To use their own sophisticated phrase, "there is no kick in it." They claim the work is being done by fossils, who deal entirely with fossils; they speak disparagingly of the work of the institutions. I may illustrate by the case of a young woman, whom I know very well, a student in this University who comes from one of the best Colorado families. She came here in order to make a certain sorority. She made the sorority, and without any great difficulty; but in order to be initiated and to remain in the sorority, she had to submit to certain tests given by the University. She was called upon suddenly one day to give her opinion about Joan of Arc. She replied that as a matter of fact it was very mysterious to her, she couldn't quite understand, why Joan of Arc received so much attention socially for she had no standing whatever. Such an attitude, altho not typical, is prevalent among our undergraduates. Because such students come from prominent families and for the most part possess attractive personalities, they succeed to a certain degree. Disciplining them is one of the difficulties that the colleges and universities are facing today.

There are other factors, however, that make our task extremely difficult. Even more prevalent than the ones I have mentioned is the conspiracy that exists against the life that the student should lead. The forces of this conspiracy are the conditions created by the home environment and social life of the student before and after he enters college. One of the amusing things to me is the fact that the American college and university are expected by the parent, who does not pretend to exercise any control over the child, to control and sympathize and direct the conduct of the college student. I do not suppose it is possible for any university, even an American University, to carry out that policy.

There is a complete absence of desire for quiet and for repose. The other day I was sitting in the library of my home which is in a very popular neighborhood, composed for the most part of fraternity and sorority houses. It was a delightful afternoon and one conducive to study and

thought. As I was sitting there trying to compose my thoughts, which seemed to me to be an important address, I heard saxaphones behind me and saxaphones in front of me. What happened to my thoughts is exactly what has happened to many of the college students. The music was rather pleasing and finally after many vain attempts I surrendered to the charms of the modern impersonators of Orpheus. How students can work under those circumstances I cannot understand.

I might illustrate by another personal experience. Just across the way from where I live is one of those things they call a fraternity house; and, of course, one of the indispensable things about a fraternity house is the orchestra. I am used to the orchestra during the day, but they tune up about half past eleven o'clock at night and hold forth until after midnight. I said to someone over there, "Why is it that your musicians find it necessary to strike up along about midnight? Just about the time I am going to sleep, I am aroused by this so-called Jazz music"; and he said, "Why! do they worry you?" "Yes, they do," I replied, "and I wish they would confine their musical efforts to the morning or afternoon hours." He explained that the reason for the lateness of the hour is that they have a very strict study hour rule which requires all members to study from nine until eleven. After such mental effort they have to do something; they have to blow off, and if they don't do it musically, they will do it in some other way. That is an illustration of what I am talking about. When I was a student we used to talk about such diversions as "zeit flasche," but there is no such thing as "zeit flasche" any more; the present day students believe that they have got to blow off. "Let's go" is the slogan all along the line, and they are rushing madly from one thing to another.

I don't know that there is anything we can do except to insist absolutely that if a student wants to remain in the institution he shall show his right to remain by doing a reasonable amount of work; and we should hold the student

to strict accountability. In saying this, I am not forgetful of how extremely difficult it is to do that sort of thing. I will indulge in the great American game of "passing the buck." When I find myself confronted on the one hand by the demands of the students that the universities make it more difficult for them to enter and more easy for them to graduate and on the other hand by the demands of their parents, who insist that the life of the universities be made softer, that it be made easier for the students to get in and more difficult to get out, I am very much in the frame of mind of the porter on the pullman car who said to the conductor, "What shall I do? There are two women in my car. One of them insists upon having the window wide open because she is smothering to death and the other insists upon having it shut tight because she is freezing to death." The conductor solved the matter in this way, and said, "Open the window and freeze the one to death, and close the window and smother the other to death." Our problem may not be disposed of so easily. The universities and colleges must recognize the rights of the parents who, in the last analysis, are the trustees of our educational institutions and at the same time offer suitable opportunities to the immature for proper growth and development. It is up to the administrators on whom rests the responsibility of determining the proper educational policy, to see to it that the rights of both parties have full consideration. We must all keep our eyes on the whole situation, and be just and fair to those who are paying the cost of the colleges and universities, and just and fair to the students.

President WILSON: Dr. Norlin, I wish to assure you that we appreciate your words of wisdom. We have enjoyed your talk very much, and I hope that not many years will pass before we will again have the pleasure of hearing another welcoming address from you.

This, Ladies and Gentlemen, completes the program for the evening.

WEDNESDAY MORNING SESSION

Nine o'clock, a. m.

President WILSON: The Association will please come to order.

This morning's session is limited, as you know, by the fact that the photograph will be taken promptly at twelve o'clock on the front steps. Therefore, we shall have to proceed with the program.

The session will be presided over this morning by our First Vice-President, George P. Tuttle, of the University of Illinois.

Vice-President TUTTLE: We have a full program, and in order to complete it promptly at twelve o'clock, it will be essential that we limit the discussion and the reading of the various papers. I think the best manner of procedure will be to limit the time for each paper, and the discussion, to forty minutes.

The first paper is by Mr. H. H. Armsby, Registrar, Missouri School of Mines, on "A Uniform Method of Reporting Grades of Student Organizations." We will confine the paper and the discussion to forty minutes.

Mr. ARMSBY (Missouri School of Mines): Since I am limited to forty minutes I am not going to use any time on jokes, and I will start immediately on the paper.

A UNIFORM METHOD FOR REPORTING GRADES OF STUDENT ORGANIZATIONS

By H. H. ARMSBY

*Registrar and Student Advisor,
Missouri School of Mines and Metallurgy*

I wish to call attention to the wording of the title of this paper, and to emphasize the fifth word therein—*reporting*. Even tho I am a newcomer in the ranks of Registrars, I am not so rash as to propose a uniform grading system. I imagine that at least nearly every Registrar would subscribe

to the proposition that it would be a fine thing for all the colleges and universities to use the same grading system, so that grades from one could be interpreted easily by another, and so that comparisons could be made, statistics assembled, charts drawn, and all those tabulations so dear to the heart of a Registrar be extended from one college to the whole country. Such a prospect thrills the fact-loving Registrar to the core, and he exclaims, "What a fine and wonderful thing it would be if all these misguided friends of mine would simply agree to use *my* grading system."

No, I am not here to ask you all to adopt my grading system, tho of course it is the best, simplest, easiest, and most logical. I am going to let your grading systems alone, but I wish to present for your examination and discussion, and I hope eventual acceptance, a scheme for *reporting* grades of student organizations which I believe will give us an intelligent basis for comparing groups in different schools. The scheme could be used for individuals as well as for organizations, with no modifications, and is independent of the grading system, giving just as satisfactory results with one as with another. I have tried the scheme on a good many different grading systems, and thus far have found none on which it will not give good results. In fact, I cannot conceive of any possible grading system that would not be amenable to this scheme.

Just a word as to the origin of this scheme. Probably most Registrars are acquainted with that strange species of humanity, found only on college campuses, known as the Dean of Men. They know that one of his peculiar habits is that he does a considerable amount of work with the many and varied student organizations which litter up our campuses, and that he has a mania for facts and figures almost as intense as that possessed by a Registrar.

These peculiar creatures have a national organization, just as we Registrars have, and one of their annual complaints is that they cannot compare their own figures with those of their fellow Deans. So last spring they appointed a com-

mittee (the refuge of all organizations in difficulty) to devise a scheme to obviate this difficulty. The Dean from my school was a member of the committee, and this paper might be considered as a preliminary report of the committee, submitted to the Registrars for their approval or disapproval. One might feel tempted to say that the Deans are "trying it on the dog," with us in the role of the dog, since the Deans have not yet had their meeting. However, I believe most of us try to cooperate with the Deans of Men, for after all they have many problems in common with us, and their fundamental purpose is exactly the same as ours—service to faculty and students. They, like us, form the buffer between students and faculty. They, like us, form the missing link—I mean the connecting link—between the two portions of a university which should not, but generally do, need a link; namely, the students and the faculty. They also are liaison officers, as the Registrar was described in this association last year. In short, they, like ourselves, are the official goats of their institutions, and there should therefore be the most hearty good will, cooperation, and sympathy between the Registrars and the Deans of Men. I can testify that such relations exist in my own school, as I hold both offices. And I might incidentally add that about two-thirds of the time I do not know which office I am serving, so well do the duties blend together.

So I am going to say that I come as an emissary from the Deans of Men, presenting the scheme evolved by our committee for the approval of this august gathering, and I would feel very highly gratified, and I know the other members of the committee would also, if I could report that the Registrars have accepted our scheme and will use it.

Now if we wish to compare organizations or individuals, whether from different schools or from the same school, it is obvious that we must first of all have some common base to which to refer them. In any one school this is a simple matter, as we simply establish some arbitrary passing grade, and refer every individual or organization to it. I say

"*arbitrary* passing grade" intentionally. I have heard faculty members say that the way to raise the standard of scholarship in a school is to raise the passing grade, but I maintain that such a procedure would not change the average scholarship of the school one iota. Why not? Because when an instructor grades a paper his first mental step, perhaps unconscious, but nevertheless certain, is to decide whether or not the student has absorbed sufficient knowledge of the subject to be entitled to "pass." Then he arranges those who pass, distributing them over the range of figures available according to their respective abilities. If he were told suddenly some day that the passing grade was to be raised from 65% to 75%, he would simply have a narrower range of figures over which to distribute his students who pass. His mental picture of what constitutes a passable knowledge of the subject is not a numerical picture—it is not quantitative at all, but rather qualitative, and I maintain that no matter what the passing grade is, the same students will pass and the same ones will fail. I have had several years of teaching experience, and have talked over this proposition with a great many teachers, young and old, and every one thus far has agreed with me, so I feel justified in calling the passing grade of any institution an arbitrary standard. Of course it serves its purpose, which is to compare the students individually and by groups, with one another.

But when we attempt to compare a student or a group of students in one school with a student or group in another school, we find that the standards are not only expressed in different terms, but actually are different quantitatively, so that even in a case of two schools using what seems to be the same system we cannot make a real comparison, because 75% in one may really mean the same as 65% in a second or 85% in a third.

What base, then, can we find which will be uniform in all schools, to which we can refer grades for comparison? The Dean's committee put considerable thought on this question, and their suggestion is this: inasmuch as our student

bodies are made up of young men and women of about the same age, previous training, and general ability, on the average, and since there are such numbers involved that averages become worthy of trust, we propose to take the average grade of the student body in any school as the standard for that institution, and consider that the student average is equal for all institutions. This may seem like a rather broad assumption at first sight, but it seems to the committee that it is at least a fairly logical assumption, and it certainly does give us a base which can be computed very readily for any school, using its present grading system, a base which in most schools is already calculated each semester. It is admittedly an approximation, but so are all grades themselves, as any instructor who gives the matter any thought will admit.

If we accept this base, our problem then becomes one of method. How shall we compare individuals or organizations with the base? The comparison, to be really effective, should of course be both qualitative and quantitative, that is, it should show whether the student or group considered is above or below the base, and *how much*.

The first thought of the committee was to divide the grade of the individual or organization by the school average, or in other words to express the individual grade as a multiple or fraction of the school grade. But a very little examination of grading systems showed us that this method would not give correct results on any system except the percentage system. Just one example will illustrate this point. At my school we use Grade Points in figuring average grades, and our highest grade is 3. A grade of 2 is equivalent to 90% and a grade of 1 to 80%. If we divide one by the other we get a ratio of 2 to 1 on the grade point scale and 9 to 8 on the percentage scale, the latter being of course the correct ratio. Therefore this first method of attack of the committee would imply that all grades would need to be reduced to percentages before being compared. This would put an undue burden on Deans and Registrars already overworked, if indeed it could be done at all, and would in effect amount to intro-

ducing a uniform grading system. We therefore found that we had collided once more with the wall of non-uniform grading systems, and since we did not consider it advisable to try to batter it down, we were led to seek a detour around it, which we believe we have found.

We propose that the school average be called zero and that we divide the range of grades from this figure to the highest obtainable grade into ten equal divisions, numbering them from plus 1 to plus 10, plus 10 being the highest division. Then what we propose to call the "Comparative Rank" will be reported according to the position on this scale of the grade to be reported. Grades below the school average would be given negative ranks, the increment being the same as for the positive ranks, and minus 1 being the first one below the school average.

A numerical example or two will explain just what is meant better than any long drawn out description. Let us suppose that our grades are reported on the percentage basis, and that the school average is 73.5%. Subtracting this figure from 100% gives 26.5%. Dividing this number by ten gives 2.65% as the increment. Our ranks then would be

73.50 to 76.15.....	Plus 1
76.15 to 78.80.....	" 2
78.80 to 81.45.....	" 3
etc.	
73.50 to 70.85.....	Minus 1
70.85 to 68.20.....	" 2
etc.	

The Dean of Men at Georgia School of Technology reports the number of failures per student instead of an average grade. Let us see what we can do with his system. Zero would obviously be the highest obtainable grade on this system. Let us suppose the school average is 2.50 failures per student. The range of grades from this figure to zero is 2.50. Dividing by 10 gives 0.25 as our increment, and our ranks would then be—

2.50 to 2.25.....	Plus 1
2.25 to 2.00.....	" 2
2.00 to 1.75.....	" 3
etc.	
2.50 to 2.75.....	Minus 1
2.75 to 3.00.....	" 2
3.00 to 3.25.....	" 3
etc.	

One more example—my own system. The school average for last semester was 1.05. The highest obtainable grade is 3. The difference is 1.95. The increment is therefore 0.195 or approximately 0.20. Our ranks will then be—

1.05 to 1.20.....	Plus 1
1.20 to 1.40.....	" 2
1.40 to 1.60.....	" 3
etc.	
1.05 to 0.80.....	Minus 1
0.80 to 0.60.....	" 2
0.60 to 0.40.....	" 3
etc.	

I believe that these three examples are sufficient to show that this scheme can be applied, and applied very easily, to any sort of a grading system, and that it would take any Registrar about a minute or less to figure out what his "Comparative Ranks" are.

Now for the use we propose to make of this scheme. We propose that each Dean or Registrar make out his grade reports just as he has been doing. We ask him to arrange the groups in the order of their grades—as most of them already do. Then we ask him to add one column to his report, headed "Comparative Rank," and put in it the rank for each organization as determined by the position of its grade figure on the "Comparative Rank" scale. These figures could be calculated as fast as they could be set down once the scale is made, and making the scale, as shown in my examples, is a matter of only a minute or so. Then we ask him to add to his report the following paragraph of explanation—

"The 'Comparative Rank' is computed as follows: The average grade for the entire student body is taken as zero. The scale of grades between this grade and the highest obtainable grade is divided into ten equal parts, numbered from plus 1 to plus 10, plus 10 being the highest division. Negative ranks indicate grades below the school average, each rank covering the same range of grades as the positive ranks. Thus a group having a 'Comparative Rank' of plus 5 is half-way between the school average and the highest obtainable grade, while a group having a rank of minus 5 is as far below the school average as the one ranking plus 5 is above it. The rank of plus 10 is the highest possible rank for an organization."

The comparison of the groups falling with the same "Comparative Rank" is of course to be made by the average grades in percentages or whatever system the institution uses, and also by the order in which the groups are listed.

It may be urged against this scheme that it is not sufficiently precise. The committee freely admits that it is not a very precise measuring stick, but claims that it is as precise as the quantities to be measured. After all, what do hundredths of a percent mean in a grade? For that matter what does 1 or 2 per cent. mean? Any individual grade is at best an approximation by the instructor of his idea of what the student has absorbed. There are too many unknown quantities entering into a grade for us to be concerned with hundredths of a per cent. In the opinion of the Deans' committee, and I know that a great many teachers, executives, students, and even Registrars, will agree with us, no teacher is justified in grading much closer than to the nearest 5%, and many experienced teachers tell us that even this is too close. I have been a teacher for several years myself, and I never believed that my grades had any significance except to the nearest 5%.

We therefore claim that this scheme gives all the accuracy justified by the data, that it gives us a qualitative and quantitative expression for the grade of an individual or organiza-

tion in terms of the average of his school, and that being based on this figure instead of on some arbitrary passing grade the figures for different institutions can be intelligently compared.

GEORGIA SCHOOL OF TECHNOLOGY

1ST TERM, 1924-25

FRATERNITIES

	No. Men	Avr. Def.		Rank
		2nd term	1st term	
		23-24	24-25	
1. Phi Kappa Sigma.....	30	.56	.90	+ 4
2. Gamma Tau Delta (L)....	27	1.00	1.04	+ 3
3. Tau Epsilon Phi.....	13	1.53	1.07	
4. Beta Theta Phi.....	33	1.78	1.15	+ 2
5. Phi Epsilon Phi.....	20	1.07	1.20	
6. Delta Tau Delta	35	.86	1.31	+ 1
7. Chi Phi.....	34	1.03	1.32	
8. Sigma Phi Epsilon.....	39	1.05	1.33	
SCHOOL	1777	1.06	1.40	00
Delta Sigma Phi.....	32	1.52	1.41	— 1
10. Sigma Nu.....	33	1.33	1.45	
11. Sigma Chi.....	39	1.14	1.46	
12. Kappa Sigma.....	31	1.03	1.48	
13. Pi Lambda Delta (L)....	25	1.00	1.48	
All Fraternities.....	698	1.15	1.48	
14. Chi Psi.....	20	.70	1.50	
15. Sigma Alpha Epsilon....	41	1.11	1.51	
16. Pi Kappa Phi.....	29	1.61	1.59	— 2
17. Phi Sigma Kappa.....	33	.59	1.64	
18. Phi Delta Theta.....	34	1.11	1.71	— 3
19. Pi Kappa Alpha.....	40	1.23	1.75	
20. Kappa Alpha.....	38	1.38	1.81	
21. Alpha Tau Omega.....	45	1.53	1.89	— 4
22. Theta Chi.....	27	1.30	2.03	— 5

The column headed "Rank" is formed as follows: The school average is taken as zero and the distance from zero to the highest possible rating is divided into ten equal parts numbered from 1 to 10. The same size spaces below are marked negative rank.

Student Activities Committee,

Floyd Field, Sec.

I showed this scheme a few days ago to a Registrar whose school reports grades only by letters—A, B, C, etc. He said he thought the scheme a good one, but asked how we would apply it to his grading system. He said in part, "I suppose your plan would involve here an arbitrary assignment of weights to these letters. But such an assignment is vigorously opposed by a great many institutions, which absolutely refuse to allow the grades A, B, C, etc. to have any quantitative meaning whatever."

I think he overstated his case somewhat, for I cannot see how in any grading system the grades can fail to have *some* quantitative meaning. If we have three or four different passing grades there must be *some* sort of a distinction between them, else they have no meaning. At the very least the A grade means a higher class of work than the B, whether we give it any numerical value or not.

Our plan implies that we shall be able to get some kind of an average grade for a student, an organization, and the entire school. We could use the numbers 1, 2, 3, for the passing grades, indicating merely their rank. Or we could use 3, 2, and 1 for A, B, and C, which would result in the higher grades bearing the higher numbers. Or we can get an average in any one of several ways which do not involve any numerical values at all. The plan used at Georgia School of Technology, already mentioned, uses percentage of work failed as the basis of comparison. We could use the percentage of A grades, the percentage of grades over C, the percentage below C, or any similar scheme. All we ask in this plan is that there be *some* way of obtaining some sort of an average for the student body and for individuals and organizations within the student body. This is already being done at most schools, and we do not ask that any change be made in the method of doing it.

Vice-President TUTTLE: We have ten minutes for the discussion of Mr. Armsby's paper.

DISCUSSION.

Mr. WEST (University of Minnesota): Mr. Chairman: I think that is a very cleverly worked out plan. The only objection we would have from our standpoint would be the necessity of furnishing the average grade for the entire student group. For Fraternity and Sorority scholarship figures, we would in addition have to work out the scholarship average for each student in attendance, which means a compilation of something like 11,000. That would mean a great deal of work and we would oppose it.

Mr. ARMSBY: You could take your grades from the average grade requirements for graduation.

Mr. GRANT (Columbia): Am I right in assuming that the average is divided by ten? Could you give us a formula?

Mr. ARMSBY: No, it is the range of figures from the school average to the highest obtainable grade. I don't know whether you could make a formula for that or not. Take your highest obtainable grade and subtract from that the grade that your student body made and divide it by ten.

Mr. KERR (Arkansas): In answer to Mr. West's objection, I should like to ask whether or not it would be a feasible solution, in case of the student body being so large, to use as a base the general average of all the groups that are to be considered?

Mr. ARMSBY: That would solve the difficulty very easily.

Mr. WEST (University of Minnesota): I think the difficulty in our case would be that we, as a rule, compare our fraternity groups with our non-fraternity and sorority groups.

Dr. ELLIOTT (Leland-Stanford): I would like to ask, what average you mean, average for a year or for a quarter, or semester?

Mr. ARMSBY: The same average you have with the fraternity figures. If those figures were for a semester, this would be the same period of time.

Dr. ELLIOTT (Leland-Stanford): We make up an average for the year for all the fraternities, sororities and other associations including the editorial and journalistic staffs. In fact, we print every student's grades and compute his average for each quarter.

Vice-President TUTTLE: How many institutions now are making up a school average such as we are talking about? Let us have a show of hands. That would help. How many do make up such a school average? (Response indicated by showing of hands.) Is there any further discussion?

Mr. SMITH (Wisconsin): May I ask how many groups have this? Why wouldn't it be just as well to give your school average, and then get this into the hands of the Dean of Men and of the Secretary of national fraternity, and let them do the computing? I doubt that there are very many organizations that would go to the additional expense.

Mr. ARMSBY: I don't see why there should be very much additional expense. All you have to do is to add the proper column.

It takes about half a minute to figure this, and if you put down your group average you can see at once where this comes in. There is no work involved until you actually find out your final results. It would take about, I should say, a quarter of an hour of extra time.

Mr. WEST (Minnesota): The Chairman of the Nominating Committee furnished me with ballots on which we are expected to express our preference for officers during this coming year. It is requested that these be distributed at this time, and Mr. Grant and myself will collect them at the close of the session.

Mr. GILLIS (University of Kentucky): I would suggest that the names of some of the past presidents, who have served, be read so that we will not be voting for the same ones.

(Names of past presidents read.)

Vice-President TUTTLE: I am going to make one small change in the order of the papers this morning, for the reason that Mr. Compton has some material for distribution that has not yet arrived. I am going to call for a paper from Miss Mary Elma Poole, Registrar, Northeast Missouri State Teachers College, on "An Experimental Measurement of the University Load on Total Time Consumed."

AN EXPERIMENTAL MEASUREMENT OF THE UNIVERSITY LOAD ON TOTAL TIME CONSUMED

By MARY ELMA POOLE

Northeast Missouri State Teachers College, Kirksville, Missouri

In the presentation of this study, it is hoped that one will constantly bear in mind the fact that this, as the subject indicates, is only an experiment that has been made at the University of Kentucky this year. The principal aim of the study is not to discover a norm by which the loads of university instructors may be evaluated, but to find a method by which the time expenditures of all duties connected with university life may be presented to an administrator. All duties of an instructional and non-instructional character are considered.

Some of the factors we ordinarily think of as influencing an instructional load are the method of presentation, the subject matter itself, previous experience with the subject, the size of the classes, the elementary or advanced character of the work and the professional training or experience of the instructor. Whatever weight these separate factors may have,—and some have not been considered in this study,—we have tried to measure them only as they have involved time expenditure.

The material used in this investigation was obtained through a questionnaire placed in the hands of the faculty on January 12, 1925. Each faculty member was to record all time expended in connection with his university services for the week of January 12th to 17th inclusive. The faculty members were urged to record the time only upon reference to a time piece. They were assured that in the collection of these data no attempt to measure the teaching efficiency would be made.

The first page of the questionnaire was given to instruction; the second to a record of residence work. On this page the instructor recorded horizontally the course number of each class conducted. Then in sections provided under each course number, he was to record this information:

The number of credit hours.

Whether it was the first time he had taught the course.

Enrollment during the semester.

Clock hours in the recitation.

Minutes in preparation for the classroom work.

Minutes required to grade the written work.

Minutes devoted to personal conferences in relation to each class.

Hours of laboratory work.

Minutes in reading laboratory notes.

Hours of shop and practice.

Minutes of preparation for shop and practice.

On the last page of this questionnaire, the instructor was

to keep account of the time expended in duties which were called "official duties" but which included all those having no connection with his immediate classroom work. It covered time spent in faculty committees, in departmental meetings, professional correspondence, student activities, research work and any other special duties an instructor desired to have considered.

It was necessary to eliminate a number of the returned questionnaires as the data did not lend themselves readily to this treatment, and some were eliminated on account of incompleteness. In all there were one hundred from which certain tables could be made, but further discard had to be made in the cases of music, military science and physical education in the establishment of the departmental averages. This was necessary on account of the inconsistency of the recitation hours in relation to their credits.

The first step in tabulation was that of the separation of the classroom work done in the upper and lower divisions; that is the work of the freshmen and sophomores is called that of the lower division and that of juniors and seniors, the upper. The laboratory work and shop and practice work was reduced to recitation hour equivalents on the basis of two hours of laboratory and shop and practice work to one of recitation. All other time, such as preparation and the grading of written work, was counted at full value.

A departmental average in each division was then found by dividing the total number of clock hours in that department by the total number of student credit hours earned in the same department. The measurement then is on the time it takes an instructor to give a student credit hour, or, we may say, all the time involved in a recitation hour. In the department of Anatomy, the average time required to give a student credit hour in the lower division was 2:23; in the upper division 2:12. In the department of Bacteriology, the average time in the lower division was 1:21; in the upper, 1:31, etc.

TABLE I.
DEPARTMENTAL AVERAGES ON STUDENT CREDIT HOUR
BASIS AND AVERAGE SIZE OF CLASSES IN
DEPARTMENTS IN BOTH DIVISIONS

Departments	Time average in lower division	Time average in upper division	Average size of class in lower division	Average size of class in upper division
Anatomy	2:23	2:12	60	14
Bacteriology	1:21	1:31	11	8
Botany	2:47	1:48	40	5
Chemistry	1:59	....	33	..
Econ. and Soc....	2:12	1:56	69	25
English	2:32	2:26	30	36
Geology	2:57	2:20	21	2
German	1:14	....	18	..
Hist. and Pol. Sci..	2:51	2:14	39	18
Journalism	1:58	....	34	..
Mathematics	1:58	2:16	24	6
Psychology	1:32	2:40	21	7
Romance Lang....	1:30	1:31	26	24
Zoology	1:26	1:55	49	13
Home Economics..	2:23	1:53	12	8
Civil Engineering..	2:05	....	22	..
Drawing	2:36	....	21	..
Elec. Engineering..	1:38	....	15	..
Mech. Engineering..	1:44	....	20	..
Metallurgy	2:43	....	12	..
Prac. Mechanics....	1:40	....	10	..
Education	2:04	2:08	44	17

Of the time involved in all other duties, the research work time is counted at full value and all other at two-thirds its actual value.

Then in the measurement of the loads of the individual faculty members for the first semester, we take the number of student credit hours in the lower division times the average expenditure of time for a department in that division, plus the student credit hours in the upper division times the average of the department in that division. This gives the total time spent in actual classroom work in both divisions. To this sum is added the hours of research and two-thirds of the "official duties" to make the total teaching load.

Table II represents the total evaluated load. For the sake of comparison the actual clock hour load is placed at the right of the evaluated load.

TABLE II.
THE EVALUATED UNIVERSITY LOAD
AND
THE CLOCK HOUR LOAD
1924-25.

Number of Instructor	Department	Student Cr. hrs. lower division	Student Cr. hrs. upper division	Recitation hours	Time in lower division	Time in upper division	Hrs. of research	% of time of official duties, etc.	Total hours in evaluated load	Total clock hours in load
1	Anatomy	8	5	13	19:04	11:00	4:00	2:40	36:44	41:05
2	Bacteriology	8	11	19	10:48	16:41	6:00	4:56	38:25	54:05
3	Botany	7	7	15	19:29	12:36	:50	2:00	34:55	41:50
4	"	7	..	12	19:29	....	8:25	1:06	29:00	41:45
5	Chemistry	15	..	15	29:45	....	....	3:23	33:08	48:05
6	"	16	..	16	31:44	....	....	1:20	33:04	38:00
7	"	20	..	20	39:40	....	....	1:20	41:00	47:00
8	"	20	..	20	39:40	....	....	1:20	41:00	47:00
9	"	12	..	12	23:48	....	6:00	1:33	32:21	46:59
10	Econ. & Soc.	5	8	12	11:00	15:28	....	11:06	37:34	44:50
11	"	7	9	15	15:24	17:14	18:00	1:40	52:18	48:05
12	"	11	1	12	24:12	1:56	4:00	....	30:08	37:55
13	"	3	6	8	6:36	11:36	37:00	2:00	57:12	58:15
14	English	15	..	15	38:00	....	....	1:30	39:30	45:35
15	"	15	..	15	38:00	....	18:35	6:33	63:08	54:15
16	"	15	..	15	38:00	....	18:00	4:03	60:03	67:25
17	"	15	..	15	38:00	....	6:00	:40	44:40	58:45
18	"	6	7	13	15:12	17:02	....	11:20	43:34	54:30
19	"	14	2	16	35:28	4:52	28:00	5:00	73:20	63:10
20	"	15	..	15	38:00	....	50	1:33	40:23	44:35
21	"	2	11	14	5:04	26:46	6:40	....	38:30	31:35
22	"	11	..	11	27:52	....	8:00	10:40	46:32	51:45
23	Geology	13	3	14	38:21	7:00	....	5:20	50:41	51:20
24	"	14	..	17½	41:18	....	....	6:40	47:58	58:35
25	German	12	..	12	14:48	....	....	25:20	40:08	52:20
26	"	18	..	18	22:12	....	....	40	22:52	23:55
27	History	12	3	15	34:12	6:42	3:00	5:06	49:00	52:10
28	"	15	..	15	42:45	....	6:00	1:40	50:25	60:30
29	"	11	6	17	31:21	13:24	30:00	2:13	76:58	68:15
30	Journalism	15	..	15	29:30	....	....	4:10	33:40	42:30
31	"	19	..	19	37:22	....	....	2:30	39:52	38:50
32	Mathematics	16	..	16	31:28	....	....	....	31:28	40:30
33	"	8	..	8	15:44	....	....	13:00	28:44	34:50
34	"	18	..	18	35:24	....	4:30	50	40:44	58:45
35	"	18	..	18	35:24	....	20:00	50	56:14	55:05
36	"	18	..	18	35:24	....	2:15	4:20	41:59	43:25
37	"	15	3	18	29:30	6:48	....	1:00	37:18	33:50
38	"	15	3	18	29:30	6:48	2:30	2:50	41:38	27:54
39	"	17	..	17	33:26	....	....	1:00	34:26	30:10
40	"	..	3	3	....	6:48	12:00	20:20	39:08	52:15
56	Psychology	11	3	12	16:52	8:00	10:00	12:20	47:12	54:30

Number of Instructor	Department	Student Cr. hrs. lower division	Student Cr. hrs. upper division	Recitation hours	Time in lower division	Time in upper division	Hrs. of research	% of time of official duties, etc.	Total hours in evaluated load	Total clock hours in load
57	Rom. Lang.	12	3	15	18:00	4:33	3:00	1:40	27:13	27:40
58	" "	15	..	15	22:30	....	5:24	3:38	31:32	33:19
59	" "	6	9	15	9:00	13:39	....	40	23:19	24:20
60	" "	15	..	15	22:30	....	1:00	2:00	25:30	26:45
61	Zoology	10	3	12	14:20	5:45	10:00	7:20	37:25	46:40
62	"	8	7	13	11:28	13:25	1:30	9:10	35:33	39:50
63	"	5	3	8	7:10	5:45	....	....	12:55	24:50
64	Home Econ.	12	1	13	28:36	1:53	....	53	31:22	44:25
65	" "	7	2	11	16:41	3:46	....	40	21:07	24:05
66	" "	11	..	14	26:13	....	....	3:36	29:49	41:26
67	" "	6	..	6	14:18	....	....	29:50	44:08	61:45
68	" "	..	11	11	....	20:43	....	18:10	38:53	55:45
69	Civil Eng.	9.2	..	13	19:08	....	3:00	8:00	30:08	50:30
70	" "	10	..	10	20:05	....	....	1:40	21:45	20:30
71	" "	19.3	..	17	39:50	....	1:30	6:20	47:40	54:50
72	Drawing	10	..	20	28:00	....	2:00	1:20	39:40	48:30
73	" "	10	..	21	26:00	....	....	2:00	28:00	46:05
74	Elec. Eng.	9	..	11	14:42	....	....	7:16	21:58	37:10
75	" "	11.5	..	12	18:47	....	....	2:00	20:47	26:00
76	" "	18.3	..	12	29:53	....	....	19:40	49:33	54:30
77	Mech. Eng.	18	..	18	31:12	....	....	2:13	33:25	43:50
78	" "	17 $\frac{3}{4}$	..	22	30:37	....	....	2:00	30:37	56:30
79	" "	13 $\frac{1}{4}$	..	22 $\frac{1}{2}$	23:03	....	10:00	1:20	34:23	55:00
80	" "	25.7	..	25 $\frac{1}{2}$	44:25	....	....	2:20	46:45	42:30
81	Metallurgy	6	..	9	16:18	....	....	5:30	21:48	39:05
82	" "	16.7	..	18	45:22	....	12:00	3:10	60:32	55:45
83	" "	10.3	..	21	27:58	....	....	5:50	33:48	40:00
84	" "	5.5	..	6	14:56	....	....	6:20	21:16	24:05
85	Prac. Mech.	20	..	20	33:20	....	....	2:00	35:20	57:00
86	" "	9.1	..	8	15:10	....	....	13:20	28:30	60:00
87	" "	14	..	14	23:20	....	....	4:00	27:20	54:00
88	" "	14	..	14	23:20	....	....	2:40	26:00	50:00
89	" "	14	..	14	23:20	....	....	4:00	27:20	54:00
90	" "	10.6	..	10	17:40	....	....	16:40	34:20	63:00
91	" "	14	..	14	23:20	....	....	6:00	29:20	52:00
92	" "	14	..	14	23:20	....	....	6:00	29:20	52:30
93	Education	3	..	3	6:12	....	....	....	6:12	6:00
94	"	3	6	9	6:12	12:48	2:00	18:40	39:40	53:00
95	"	3	11	12	6:12	23:28	....	20	30:00	19:00
96	"	12	3	15	24:48	6:24	....	4:40	35:52	42:50
97	"	..	12	10	....	25:26	8:00	15:16	48:42	61:35
98	"	..	7	15	....	14:56	24:00	3:20	42:16	53:50
99	"	..	6	6	....	12:48	18:00	1:50	32:38	31:05
100	"	..	9	8	....	19:12	....	25:00	44:12	55:55
Total.....							3174:47			
Average.....							37:22			

TABLE III.
CLOCK HOURS DEVOTED TO TEACHING
AND
ALL NON-INSTRUCTIONAL ACTIVITIES,
UNIVERSITY OF KENTUCKY

Length of wk. in hours	Instructors	Instructors and heads of one-man depts.	Heads of other than one-man departments (Including deans)	Deans
5— 9:59	1	1		
10—14:59	1	1		
15—19:59	2	2		
20—24:59	7	5	3	
25—29:59	6	6	0	
30—34:59	7	7	0	
35—39:59	11	10	1	
40—44:59	15	11	3	1
45—49:59	9	7	2	0
50—54:59	22	12	10	4
55—59:59	11	10	1	0
60—64:59	6	5	1	
65—69:59	2	2	0	
Total in group	100	79	21	5
Averages	43:49	42:56	47:13	50:23

This table includes the actual clock hours of all time consumed in the classroom work and all other activities. It will be noticed that the range from the midpoint of the lowest class interval to the midpoint of the highest is 60 clock hours. The average for all is 43:49 and 22% of all instructors have a working week of 50 to 55 hours. The highest averages are those of the deans and heads of other than one-man departments. The median falls exactly at 45 which means that 50 instructors carry loads of less than 45 hours and 50 carry more.

TABLE IV.
TEACHING WEEK IN CLOCK HOURS
UNIVERSITY OF KENTUCKY

Length of teaching week in hours	All Instructors	Instructors and heads of one-man depts.	Heads of other than one-man depts.	Deans
5— 9:59	4	3	1	1
10—14:59	6	2	4	3
15—19:59	6	6	..	..
20—24:59	14	15	1	..
25—29:59	14	6	6	1
30—34:59	12	12	..	..

Length of teaching week in hours	All Instructors	Instructors and heads of one-man depts.	Heads of other than one-man depts.	Deans
35—39:59	16	11	5	..
40—44:59	17	13	4	..
45—49:59	6	6	..	..
50—54:59	5	5	..	..
Total in group	100	79	21	5
Aver. hrs. per wk.	31:33	32:21	28:32	15:49

This table includes all time in recitation, preparation, grading written work and all other time chargeable to classroom work. The range is wide and there is no distinct mode for any group.

TABLE V.
TIME DEVOTED TO ALL NON-INSTRUCTIONAL ACTIVITIES
UNIVERSITY OF KENTUCKY

Number of hours during the wk.	Instructors	Instructors and heads of one-man depts.	Heads of other than one-man depts.	Deans
0	4	3	0	..
0— 4:59	31	25	6	..
5— 9:59	24	23	1	..
10—14:59	11	10	1	..
15—19:59	5	2	3	1
20—24:59	9	6	3	..
25—29:59	6	3	3	..
30—34:59	3	3	0	..
35—39:59	5	2	3	3
40—44:59	2	2	1	1
Total in group	100	79	21	5
Average of group	12:16	10:34	18:41	34:45

This is merely an analysis of the difference in time of Tables III and IV.

TABLE VI.
TIME DEVOTED TO RESEARCH BY INSTRUCTORS
UNIVERSITY OF KENTUCKY

Number of hours during the wk.	Instructors	Instructors and heads of one-man depts.	Heads of other than one-man depts.	Deans
0	56	41	14	4
0— 1:59	7	6	1	..
2— 3:59	7	5	3	..
4— 5:59	5	5	..	..
6— 7:59	7	7	..	..
8— 9:59	4	4	..	..
10—11:59	3	1	2	..
12—13:59	2	1	1	1

Number of hours during the wk.	Instructors	Instructors and heads of one-man depts.	Heads of other than one-man depts.	Deans
14—15:59	0	..	..	..
16—17:59	0	..	..	..
18—19:59	4	4	..	..
20—21:59	1	1	..	..
22—23:59	..	..	..	..
24—25:59	1	1	..	..
26—27:59	0	0	..	..
28—29:59	1	1	..	..
30—31:59	1	1	..	..
37—				
Total in group	100	79	21	5
Average of group	3:54	4:24	2:02	2:24

This is one of the most significant tables. The range of the time spent in research is from 0 to 37 clock hours. Fifty-six instructors out of the 100 devote no time to research; 41 instructors and heads of one-man departments, 14 heads of other than one-man departments and 4 deans devote no time to research. The average time for the 100 instructors is 3:54 per week.

TABLE VII.
TOTAL LOAD IN CLOCK HOURS
UNIVERSITY OF KENTUCKY

No. of Instructors	Department	Faculty Committees	Departmental meetings	Professional correspondence Stud. Activities Office duties	Research	Miscellaneous	Total non-instructional hrs.	Teaching hours	Total load
1	Anatomy	1:00	....	1:00	4:00	2:00	8:00	33:05	41:05
2	Bacteriology	2:25	....	2:00	6:00	3:00	13:25	40:40	54:05
3	Botany	....	40	2:20	50	....	3:50	38:00	41:50
4	"	....	40	1:00	8:25	....	10:05	31:40	41:45
5	Chemistry	....	2:00	3:05	....	....	5:05	43:00	48:05
6	"	....	2:00	....	....	....	2:00	36:00	38:00
7	"	....	2:00	....	....	....	2:00	45:00	47:00
8	"	....	2:00	....	....	....	2:00	45:00	47:00
9	"	....	1:00	1:20	6:00	....	8:20	38:39	46:59
10	Econ. & Soc.	2:30	....	11:10	....	3:00	16:40	28:10	44:50
11	" "	30	....	1:00	18:00	1:00	20:30	27:35	48:05
12	" "	....	....	....	4:00	....	4:00	33:55	37:55
13	" "	1:00	....	2:00	37:00	....	40:00	18:15	58:15
14	English	1:15	1:00	....	....	....	2:15	43:20	45:35
15	"	....	2:00	7:50	18:35	....	28:25	25:50	54:15
16	"	....	6:05	....	18:00	....	24:05	43:20	67:25

[illegible]

No. of Instructors	Department	Faculty Committees	Departmental meetings	Professional correspondence Stud. Activities Office duties	Research	Miscellaneous	Total non-instructional hrs.	Teaching hours	Total load
64	Home Ec.	....	....	1:20	....	....	1:20	43:05	44:25
65	" "	....	1:00	....	....	....	1:00	23:05	24:05
66	" "	....	....	1:05	....	4:20	5:25	36:01	41:26
67	" "	....	....	1:00	....	43:45	44:45	17:00	61:45
68	" "	45	3:30	5:00	....	18:00	27:15	28:30	55:45
69	Civil Eng.	2:00	1:00	9:00	3:00	....	15:00	35:30	50:30
70	" "	1:30	1:00	....	....	....	2:30	18:00	20:30
71	" "	2:00	30	4:00	1:30	3:00	11:00	43:50	54:50
72	Drawing	1:30	30	....	2:00	....	4:00	44:30	48:30
73	"	1:30	30	20	....	40	3:00	43:05	46:05
74	Elec. Eng.	5:05	1:30	2:20	....	2:00	10:55	26:15	37:10
75	" "	1:00	2:00	....	....	....	3:00	23:00	26:00
76	" "	3:40	2:30	23:20	....	....	29:30	25:00	54:30
77	Mech. Eng.	1:30	1:00	50	....	....	3:20	40:30	43:50
78	" "	....	2:00	1:00	....	....	3:00	53:30	56:30
79	" "	....	2:00	....	10:00	....	12:00	43:00	55:00
80	" "	1:15	1:15	....	....	1:00	3:30	39:00	42:30
81	Metallurgy	1:15	....	....	....	7:00	8:15	30:50	39:05
82	"	1:15	1:30	2:00	12:00	....	16:45	39:00	55:45
83	"	1:00	1:45	....	....	6:00	8:45	31:15	40:00
84	"	....	1:30	6:00	....	2:00	9:30	14:35	24:05
85	Prac. Mech.	....	1:00	....	....	2:00	3:00	54:00	57:00
86	" "	....	1:00	....	....	19:00	20:00	40:00	60:00
87	" "	....	1:00	....	....	5:00	6:00	48:00	54:00
88	" "	....	1:00	....	....	3:00	4:00	46:00	50:00
89	" "	....	1:00	....	....	5:00	6:00	48:00	54:00
90	" "	....	1:00	....	....	24:00	25:00	38:00	63:00
91	" "	....	1:00	....	....	8:00	9:00	43:00	52:00
92	" "	....	1:00	....	....	8:00	9:00	43:30	52:30
93	Education	....	....	....	....	....	....	6:00	6:00
94	"	3:00	....	10:00	2:00	15:00	30:00	23:00	53:00
95	"	....	....	30	....	....	30	18:30	19:00
96	"	1:00	....	....	....	6:00	7:00	35:50	42:50
97	"	1:15	40	2:00	8:00	19:00	30:55	30:40	61:35
98	"	....	1:00	3:00	24:00	1:00	29:00	24:50	53:50
99	"	....	....	2:00	18:00	45	20:45	10:20	31:05
100	"	2:30	1:10	8:00	....	25:50	37:30	14:25	51:55
71:35		99:45	288:25	391:09	377:23	1228:17	3155:26	4383:43	
Averages		43	59	2:53	3:54	3:46	12:16	31:33	43:49

This table represents a complete analysis of the clock hour load. It shows the average time spent by all instructors in faculty committees, departmental meetings, professional correspondence, research, miscellaneous duties, all non-instructional hours, the teaching hours and the total load. In connection with this, there is an itemized statement of the miscellaneous duties.

TABLE VIII.
TIME DEVOTED TO PERSONAL CONFERENCES
UNIVERSITY OF KENTUCKY

Number of hours during the wk.	Instructors	Instructors and heads of one-man depts.	Heads of other than one-man depts.	Deans
0	24	20	4	1
0—:59	18	14	4	1
1—1:59	27	22	5	2
2—2:59	15	12	3	1
3—3:59	7	6	1	
4—4:59	3	1	2	
5—5:59	0	0	0	
6—6:59	2	1	1	
7—7:59	2	1	1	
8—8:59	2	2	0	
Number in group	100	79	21	5
Average hrs. in group	1:35	1:30	1:55	1:10

In the light of what other tables have revealed, the question regarding the time available for personal conferences then arises.

Table VIII shows an average of practically the same for all groups.

Even though no consideration has been given to the size of the classes, other than the influence they have had on time expenditure, it is probable that an administration should have an idea of the size of the classes when certain time averages for departments have been established. With this idea in mind, this information was included in Table I.

TABLE IX.

TABULATION OF THE EVALUATED LOADS OF THE INSTRUCTORS WHOSE TIME WAS CONSIDERED IN DETERMINING THE DEPARTMENT AVERAGES

Number of hours during the wk.	Instructors
0— 9:59	1
10—14:59	1
15—19:59	0
20—24:59	8
25—29:59	12
30—34:59	18
35—39:59	14
40—44:59	13
45—49:59	8
50—54:59	3
55—59:59	2
60—64:59	3
65—69:59	0
70—74:59	1
75—79:59	1
Total in group	85
Average of group	37:25

It is to be remembered that this table represents the full load after the classroom work is evaluated on the departmental averages, the research work counted at full time and the official duties at two-thirds the actual value.

TABLE X.

DISTRIBUTION OF THE CLOCK HOUR LOAD IN PERCENTAGES

Number	Teaching	Research	Other Duties	Total
100	71.6	8.9	19.0	99.8

TABLE XI.
AVERAGE NUMBER OF CLOCK HOURS SPENT IN TEACHING,
RESEARCH, AND OTHER ACTIVITIES AND THE
TOTAL AVERAGE OF ALL
UNIVERSITY OF KENTUCKY

Faculty members	Average No. of hours devoted to teaching work	Average No. of hours devoted to research	Average of hrs. devoted to research and other activities	Total average No. of working hours
	Per week	Per week	Per week	
100 instructors	31:33	3:54	12:16	43:49
79 instructors and heads of one-man depts.	32:21	4:24	10:34	42:56
21 heads of other than one-man departments	28:32	2:02	18:41	47:13
5 Deans	15:49	2:24	34:45	50:33

This is merely a summary of averages taken from other tables.

In response to part 4 of page 4 of questionnaire, "Other duties you would like to have considered in your teaching load," these statements were made:

Instructor number	Number hours	Total
1 Conferences with pre-medical students.....	2:00	2:00
2 Laboratory analyses.....	3:00	3:00
10 Attending meetings of Kentucky Association of Colleges	3:00	3:00
11 K. E. A. committee work.....	1:00	1:00
18 Work on thesis for graduate student.....	2:00	2:00
19 Making various reports.....	1:30	1:30
22 Preparation of debating manual.....	10:00	
Preparation of bibliography.....	5:00	15:00
23 Work on major students' schedules.....	1:15	
Museum work.....	4:00	
Summer school schedules.....	1:30	6:45
24 Arranging collections.....	10:00	10:00
27 Summer school plans.....	2:00	2:00
33 Coaching other instructors' students.....	19:00	19:00
35 Reporting absences and grades.....	1:15	1:15
36 Campus Club.....	3:00	
Attending Senate and Vocational Guidance meetings	2:15	5:15
38 Advanced reading and study.....	2:30	
Various reports.....	:45	3:15
39 Y. M. C. A. Bible group.....	:30	:30
44 Instructing Troop C and machine gunnery....	4:45	4:45
45 Rifle range.....	1:00	
Machine gunnery.....	1:00	2:00

Instructor number		Number hours	Total
50	Officiating in athletic contests.....	8:00	8:00
51	Having charge of interclass fraternity basket- ball teams.....	7:00	
	Assisting in gymnasium.....	8:00	15:00
53	Arranging tickets for athletic games.....	5:00	5:00
55	Corrective gymnastics.....	5:30	5:30
56	Psychological examinations of Univ. students	7:00	
	Attend'g meeting of Kentucky Assn. of Colleges	3:00	10:00
57	Attend'g meeting of Kentucky Assn. of Colleges	2:00	2:00
58	Attend'g meeting of Kentucky Assn. of Colleges	2:00	
59	Making examination questions.....	2:30	2:30
60	Drill section.....	:53	:53
61	Preparing extension bulletin.....	4:00	4:00
62	Conferences regarding students' schedules.....	:30	
	Professional reading.....	4:10	
	Work on course of study.....	1:15	
	Material for future courses.....	5:00	10:55
66	Next summer courses.....	4:20	4:20
67	Directing cafeteria.....	43:45	43:45
68	Student conferences for next semester.....	10:00	
	Miscellaneous duties of the department.....	8:00	18:00
71	Helping students outside of class hours.....	3:00	3:00
73	Special drawing and photo work for Col. of Eng.	:40	:40
74	Y. M. C. A. Bible group.....	2:00	2:00
80	Reading technical magazines.....	1:00	1:00
81	Free assaying of ores.....	7:00	7:00
83	Consultations and writing and study.....	6:00	6:00
84	Examining minerals.....	1:00	
	Talks with students.....	1:00	2:00
85	Work for Col. of Eng. and other departments	2:00	2:00
86	" " " " "	19:00	19:00
87	" " " " "	5:00	5:00
88	" " " " "	3:00	3:00
89	" " " " "	5:00	5:00
90	" " " " "	24:00	24:00
91	" " " " "	8:00	8:00
92	" " " " "	8:00	8:00
94	Duties of High School principal.....	10:00	
	Association of Colleges and Placement Bureau.	5:00	15:00
96	Constructing tests.....	6:00	6:00
97	Attending meeting of Kentucky Association of Colleges.....	6:00	
	Classifying and filing departmental material..	12:00	
	Conferences.....	1:00	19:00
98	Filing bulletins.....	1:00	1:00
99	" ".....	:45	:45
100	Attend'g meeting of Kentucky Assn. of Colleges	3:00	
	Preparation of papers.....	18:20	
	Classification of seniors.....	2:30	
	Conference with Dr. Clarke of Indiana Univ..	2:00	25:50
Total.....			377:23

The replies to the question, "How would you prefer to spend your time if circumstances permitted?" are as follows:

More research work.....	31
More time for an advanced degree.....	4
Research and writing.....	1
More research and more analytical work for people in the state	1
Personal research one-fourth, research for institution one-fourth and teaching one-half.....	1
About one-half research and one-half teaching.....	1
About one-half in research and investigation, one-fourth in classroom teaching and one-fourth in follow-up work, including conferences.....	1
Research one-half, writing one-fourth, teaching one-fourth.....	1
Reading, teaching and literary composition.....	1
Teaching smaller classes; in keeping up with the progress of knowledge; in some independent research; in writing more	1
Perfecting my teaching effectiveness and some in personal research	1
In research and personal assistance to students.....	1
More reading and more personal conferences.....	1
Additional time for departmental collections and field work in the vicinity.....	1
Experimental work in photography.....	1
In further study and travel.....	1
Engineering, study and travel.....	1
Professional reading and study and more recreation.....	1
Advanced language study and to edit texts.....	1
More time for the study of economics and textiles and clothing	1
All teaching.....	2
As it is.....	1
Not very differently.....	1
As now, supplemented by additional assistance in the laboratories	1
Additional teaching help that I may properly supervise in the department.....	1
Working out problems relative to teaching and supervision	1
In class work with a class not too large and foundation enough to do real work.....	1
Promoting physical education in Kentucky.....	2
Actual practice of my subject (German).....	1
Feeding a large number of students in an appropriate cafeteria	1
No statement.....	35
Total.....	100

There seems to be an earnest desire on the part of the faculty for more time for research, as the above tabulation would indicate.

Replies to question "Has the week been normal?"

Yes.....	72
Above normal.....	10
Below normal.....	12
No statement.....	6
Total.....	100

The foregoing has in the main been an attempt to determine how much time the faculty members are required to consume in carrying out their schedules, and to determine how nearly each case may conform to the average of a group in each division. The method is experimental, but it is being presented with the hope that it may furnish some guiding principles in the adjustment of teaching loads.

The Possible Adjustment.

If it is decided just how many hours should constitute a normal working week, the amount in excess of a normal week could be divided by one of the averages of the department in which the excess load came and the recitation hours reduced by this quotient. Then a load that was below the normal could be raised by adding enough recitation hours to make up the difference between the low load and the normal.

Now the justice of reducing laboratory hours to recitation hour equivalents is debatable, as is also the reductions of the official duties by one-third. But it does seem that the method of evaluating by a departmental average is justifiable in order to prevent a slow worker from claiming reduction when the departmental average does not justify it. This will also prevent the penalizing of an instructor who works more rapidly than some in his department.

Conclusions.

It is now obvious that the major effort has been to clearly present the facts. There is information on each individual as to how much time is spent in faculty committees, departmental meetings, professional correspondence and office duties, miscellaneous duties and the actual time required in each division for each department to prepare for and conduct a recitation.

In addition to the information already given, it is probable that the classroom work should be more thoroughly analyzed. This could be separated into recitation hours, time spent in laboratories, time spent in preparation, grading papers and in personal conferences. Many of the smaller tables could be drawn from this. But the classification should be kept uniform; that is, the classification of instructors, instructors and heads of one-man departments, heads of other than one-man departments and deans.

In the analyses of the various phases of a university load, a warning should be given that the results should never be separated from the individual and his personality. If it is discovered that an individual is carrying with ease a load that with some would be heavy, his classroom burdens should not be increased because his clock hours were not up to the average. But he should be allowed to develop along the lines of his greatest desires.

Some instructors can probably serve the institution better by devoting the greater part of their time to classroom work; some by devoting more time to research or administrative duties. But, from statements made by individuals, one is led to believe that such individuals are of the opinion that their greatest contribution can be made by devoting their time and energies to more than one type of service. Then, if the information contained in those questionnaires could be collected once each year and carefully reviewed by your administrator and deans and adjustments and readjustments made in the light of what it reveals, surely any faculty should feel that there was a sympathetic understanding and appreciation of its efforts.

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The Teaching Load in a University. By C. O. Davis. *School and Society*, Vol. XIX, No. 489, May 10, 1924.

Mr. TUTTLE: There is going to be time for the discussion of this paper, and I would be glad to have such discussion now.

DISCUSSION.

Dr. ELLIOTT (Leland Stanford): The paper seems to me to be

very complete. I don't know how much more could be gotten out of the analysis of this work. I was just wondering how the instructor would feel if he had his load increased by the readjustment. I can see how this information would be of great benefit to the administrators, and particularly to the presidents. Of course, it is just the beginning of a task, and that is to find how valuable the time is, and how much profit it is to the university. I know how generally ignorant administrative officers are of the work of different instructors and what difficulty they have in evaluating it even though these instructors are, in general, conscientious and capable. This paper does not go to the end of the problem, but it is a very good beginning.

Mr. MATHEWS (Texas): I merely want to add my commendation of the paper. It seems to be in the direction of a study that is important and necessary to administrative officers. The professors come in and ask for additional assistance from time to time, and the administrators often do not know how to answer the requests. They have a general idea of the situations but they do not have the exact data or anything approaching it. The decisions rendered are based on the expediency of the request and that is all. About this time of the year, certain officers of every institution are charged with the responsibility of passing on the question of promotion, and the sort of information as is presented in this paper would certainly be of very great help to such officers. It seems to me that it is a study from which all of us could derive some benefit.

Vice-President TUTTLE: Is there any further discussion?

Mr. WEST (Minnesota): I am very much interested in the honesty of the members of the staff in connection with the amount of research they did. The experience we have had at Minnesota indicates that instructors will put down the class hours that appear on the program, and a certain amount of time for administration, and call all the rest of their work research. I should like very much to know just how much research was indicated in the questionnaires that the instructors returned.

Miss POOLE: I will have to confess that we didn't find it, Mr. West; we found out afterwards and by other means. The questionnaire returns were not definite.

Mr. WEST (Minnesota): Research in a foreign language, as we found, was very different from research in a science. The replies we got were very discouraging on that point, for it showed that the institution was spending a very large proportion of its budget for research, and the results that were being obtained were of a negligible quantity.

Mr. HOFFMAN (Pennsylvania State College): We have gotten around that at the Pennsylvania State College by allowing the instructors to place one project on his record of work done for the college. If they are carrying on research that does not show satisfactory development and advancement, they are not allowed to place it on their records. There is quite a bit of opposition to this scheme, because there are individuals carrying on research work that is good, but which is not recorded and made a matter of record in the office.

Vice-President TUTTLE: Have you anything further to say, Mr. Gillis?

Mr. GILLIS: No, I think not, Mr. President.

Vice-President TUTTLE: If there is no further discussion of this paper, we will have the next paper which is the "Report of the Committee on Uniform Blanks," by Charles R. Compton, Registrar, The College of Wooster.

REPORT OF THE COMMITTEE ON UNIFORM BLANKS

By DR. CHARLES R. COMPTON
Registrar, The College of Wooster

A standard form for Certificate of Premedical Preparation has been a wish, a dream, or a demand in the mind of every registrar. If not, his soul is dead or inexperienced. Three years ago the writer was asked to suggest topics. Several were accepted and he was asked to present one of them at St. Louis. So he presented the premedical certificate. It grew large with a study of all the forms of all the Class A Medical Schools, for the mystifying variations were legion. They were condensed in charts which were not read but seen. There were too many details to be read, and only conclusions were read. Also a solution was suggested in a form. Its feasibility was made clear by the almost uniform requirements of the medical schools. Its desirability was shown by the confusing and needless variations in arrangement of the subjects, and more in the sixty-one varieties of ways of asking a very small variety of facts about each subject and in the very bothersome variety in their order in the columns, so that a college registrar could never get familiar with an ever changing order. The definitions were confusing and their order always shifting. It was c, g, r, l in one and r, l, c, g in another and a third school came on with a c, r, l, g arrangement, until the pin-pricking process and crisscross work made a registrar's brain feel like a spider's web. An order found excellent for one school would certainly do for all. It was claimed that ten or a dozen properly headed columns with three or four simple footnotes would cover the entire field and answer every question intelligibly.

That claim goes yet unchallenged. The St. Louis Proceedings (1922) will give fuller light.

Mr. Walters said, "That paper, I think, appealed to us," and moved that a committee take up the study of the uniform blank, urging the medical colleges to adopt a uniform blank. The blank presented then was remodeled, completed and agreed upon by the whole committee. It was presented last year. At that meeting attention naturally centered on another blank and paper—and incidentally on getting to trains. This premedical blank was left over and the committee was continued. This blank and the report on it has never yet taken five minutes of the Association's time since this committee was appointed.

It is before you now by your expressed wish, and by the request of the program committee. The Association seemed committed to the idea. It took time to do the work. Registrars now show keen interest, by their correspondence. They are hoping their dreams of a standard premedical blank may come true. That is up to this meeting. The main issue will be to agree upon this blank as one that we can present to medical schools with our request for cooperation on it or a similar standard or uniform premedical blank. Let us now look at some features of the blank and later consider the blank as a whole, so that we may intelligently invite the cooperation of the medical schools. Not much that is new will come to the committee. After a thorough study and devising a blank, we checked up on all the blanks used by medical schools to see if, perchance, any question of wide or important use might fail to be provided for. The blank was found adequate to that test. We studied with open mind and still believe it adequate. It seems simplicity itself as compared with the present multitudinous varieties of ways of asking the list of questions. Moreover, the blank satisfies every principle agreed to last year at Chicago, and that is no slight test.

We may show its adequacy for our purposes as we go over its features, taking it section by section. It will help

to a clear understanding and we recognize that many here are new to the business and others still have made no very comprehensive study of such blanks. If they will be patient, the Committee will gladly help them. They must be brief, for one question, raised in committee, took several hours of study of blanks from that point of view to give a complete answer. Can any man make all points of an automobile clear to a group in thirty minutes? Do not some repairs go back to special experts? A combination of many important features is not simple in fact, and it can not be made simple except to the simple minded. A child may take a watch apart. But what then? The more it probes the less hope is left. Let us be intelligent and yet keep hope alive. We now present the blank itself. (See p. 136.)

[After the blank was presented and discussed in detail, the Committee presented the following recommendation:]

We recommend and move that, using this blank as a model form to show what may be done, we invite the medical schools to accept it or to adopt a similar form for certifications of premedical preparation.

The resolution was unanimously adopted.

[Later a supplementary report was adopted to the effect that Official Transcripts should show the semester, term or quarter when each course was studied. Both recommendations were put in the hands of the secretary.]

DISCUSSION.

Mr. STEIMLE (Michigan State Normal): Why do you put in the President and the Dean in the upper part?

Mr. COMPTON: Sometimes the President signs, that dismissal and sometimes the Dean. More often the Dean.

Mr. STEIMLE: On the other blank, that is left to the Registrar, is it not?

Mr. COMPTON: The Registrar signs at the bottom, because he certifies to all these. The President or Dean does not generally go over this, and he signs this part and is expected to know something about what is there, but he does not want to sign all this. He does not take the time to look over it. I have never had a Dean or a

(Registrar's name)

(NAME OF INSTITUTION)
OFFICE OF THE REGISTRAR

(Place and date)

Certificate of Premedical Preparation of _____

Name in full

Race _____ Born _____ Date _____ State _____ Home or Permanent Address, with No. and Street _____

I. Attendance: Admitted _____ 19 _____ to _____
Attended _____ ending _____ 19 _____ Graduated _____ 19 _____ Degree _____
Yrs. _____ Weeks _____

II. Present Status: _____

(College-pre-medical conditions might go here)

HE WITHDREW VOLUNTARILY AND IS HEREBY GRANTED HONORABLE DISMISSAL.

President _____

Dean _____

III. Entrance Units: From _____

High School(s) and Date of Graduation _____

Subject	Units	Subject	Units	Subject	Units	Subject	Units
English		Social Studies—Civics		Trigonometry		Physiology	
Greek		Economics		Physics		Others	
Latin		Sociology		Chemistry			
French		Algebra—Elementary		Botany			
German		Intermediate		Zoology—Biology			
Spanish		Geometry—Plane		Physiography			
History		Solid		Introductory Science		Total Units	

*Entrance Examination required in this subject.

Units estimated on basis of definition of the Carnegie Foundation.

How admitted _____

IV. College Credits: Number semester hour credits required for graduation _____

Descriptive Title	Crs. No.	Semester Hrs. of Credit & Grade		Credits per Crs.	Lab. Fds. per wk.	Year when Taken
		I Sem.	II Sem.			
Biology—						
General						
Zoology						
Embryology						
.....						
Gen. Botany						
.....						
Chemistry—						
Inorganic						
Qual. Anal.						
Quant. Anal.						
Organic						
.....						
.....						
.....						
Physics—						
General						
Eng. Composition						
Eng. Literature						
French						
.....						
German						
.....						
.....						
.....						

(Send original copy to school and keep for other purposes)

*Credits transferred from _____

Each didactic or lab'y "hour" is _____ minutes long. Each semester is _____ weeks long, including _____ week for examinations.

KEY TO GRADES _____

I, the undersigned, certify that the foregoing information, is correct.

Seal (or
Signature)

Registrar _____

N. B.—This transcript should be mailed by the Registrar directly to the school intended. Otherwise safety paper is important.

x This space will not be filled when there is no apparent demand for it.

President look over it except in a general way; as I said, sometimes the President signs it and sometimes the Dean.

Mr. STEIMLE: I think that the order of dismissal should be left to the Registrar because he makes out the whole blank.

Mr. COMPTON: If that is satisfactory, all right, you can use it that way. I have used a form of that kind, but some of the Presidents and the Deans would prefer to sign the other part and not be responsible for the details at all.

Mr. CARSON (Colorado State Teachers College): I should like to inquire how many registrars present require, or rather, expect an itemized list of High School subjects from another institution, or rather, require a complete document direct from the principal of the High School from which the student came.

Dr. ELLIOTT (Leland Stanford): May we have the question so that we can answer one part of it? I did not understand the question.

Mr. CARSON: I say, how many of the registrars present require an itemized list of High School subjects from another institution or a complete document direct from the principal of the High School or superintendent.

Mr. COMPTON: Even though it has already been learned by the college that gives the transfer blank?

Mr. CARSON: Yes.

Mr. COMPTON: I think I understand the question: How many colleges require an itemized list of High School subjects from other institutions. Is that the idea?

Mr. CARSON: That is the idea.

Mr. COMPTON: How many of them? Will somebody take the count? (Count indicated by show of hands.) Six—How many do not inquire?—Almost unanimous.

Mr. CLARK (Southern California): A great many prefer a statement. I do not get it always, but I absolutely prefer it.

Mr. HOFFMAN (Pennsylvania State): May I rise to defend my position. We do get transcripts occasionally. A man who has the full fifteen units, and has not been more than three or three and a half years in High School, we require a transcript. We require the four year period in High School. That is one reason.

Mr. COMPTON: We sometimes send to the High School.

Mr. HARRELL (Mississippi): I would like to ask why you require it? Why require it if the institutions are standard ones? Why can't we accept each other's statements as we do here in this convention?

Mr. STEIMLE: We call for the original blank from the High School, for the reason that Mr. Compton gives. If we can't get it, we accept the transfer. We like to have the High School blank because it gives the grades. There are particular reasons why we need the scholarship grades direct from the High School, which the transfer blank does not give.

Mr. COMPTON: Let me suggest that you can cross these items out and get the information directly from the High School. That is satisfactory to most of us. I know in our college sometimes we want a certificate from the High School because the blank from the college seems doubtful in our minds, and we want to get a fuller statement.

Miss YAKELEY (Michigan Agricultural College): I represent an institution that has the term system. I realize that all these medical blanks call for semester hours. We cannot use this other arrangement of giving grades.

Mr. COMPTON: I am glad you brought that point up. How many use the quarter system? How many use the term system? Three terms? Very well. Now, my suggestion to this Committee would be this: We take the quarter system because the term system would be handled in a similar way, cutting off this group and running them right across, and instead of two semesters we put in two more columns, first quarter, second quarter, third quarter, fourth quarter, and then this detail would follow with the two columns for all four quarters, for just as much as is filled in there. You can tell by what is filled in there, what it applies to. There are various kinds of blanks used that would handle the quarter system in this way, but which would take sixteen columns to cover. With the two I suggested, there would be needed only six columns to handle it. If this additional detail be demanded by some of the medical schools, it would add four more columns, and thus make twenty columns. So we are prepared to meet that situation, with the suggestion that if it is the term plan put into two terms instead of two semesters; if it is the quarter plan, put in four quarters by simply opening this out (indicating on blank).

Any other questions?

Perhaps it would be well now to present what the Committee has agreed upon as the first action.

Mr. ROSS (Allegheny College): Have the medical schools signified their willingness to accept this plan, or do some of them still insist on using their own?

Mr. COMPTON: Our idea is this, that we ought first to reach some kind of an agreement and then go to the medical schools with an illustration of what we have to offer them. We must sell it to them, so to speak, just as an architect, if he is going to build a house for a land owner, would bring his floor plan. The owner might want to modify it according to his own notion, but he would not make very many changes. We hope that the medical schools will respond in a similar manner. Now we recommend and move, that, using this as a model form to show what may be done, we invite the medical schools to accept it or to adopt a similar form for certification of premedical preparation. I might say that the majority of medical colleges are ready to accept the form we are now using. This one is to go especially to the schools, about twenty-three of them, that want more detail than the present blanks furnish. This blank is prepared to meet this need. The recommendation and motion is this: "We recommend and move that, using this as a model form to show what may be done, we invite the medical schools to accept it or to adopt a similar form for certifications of premedical preparation."

Vice-President TUTTLE: You have heard the resolution. Do you wish to vote on the motion now, or have it referred to the Committee on Resolutions, to be presented by that Committee as part of its report? There is time for a short discussion of the resolution, if you wish to consider it now.

Mr. CLARK (University of Southern California): There is a question that I would like to ask, if that is in order.

Vice-President TUTTLE: Yes.

Mr. CLARK (continuing): In regard to the space for the signatures of the president and dean, I wonder if it would not be better to leave it on this blank and have a separate blank for the registrar's signature? I am interested in another possible change, and that is whether it would not be a happy plan to have the blanks so arranged that part of the information go on the back of the page rather than on the front if the amount is more than a page. Such a change would be conducive to efficient handling of an otherwise clumsy blank. I want to ask another question, and that is whether, in the semester hours under Number 4 instead of using the first semester and second semester, it would not be better to have three or four columns and have each of them marked as "Session." If these spaces are simply marked "Session" then some interpretation would be necessary to show whether they are quarters, semesters, or terms.

Mr. COMPTON: That takes us back to the work that the Committee was trying to cover a while ago.

Vice-President TUTTLE: If I understand the resolution correctly, the gist of it is that we recommend to the medical schools that they provide a form embodying this information but not necessarily this form in detail.

Mr. COMPTON: That is true. We give them this as a sample and they can make such changes as they want to. Unless there is a general demand for such change, they had better leave it as it is.

Dr. ELLIOTT (Leland Stanford): My understanding is that in the arrangement of the printing each university or college may make such shifts as may be desirable. For instance, we should insist on our sheet not being more than eleven inches long, and we should print "entrance list" on the side, which would not change the principle at all. This seems to give all the facts that are needed and what the medical schools ought to require.

Mr. COMPTON: The medical schools are perfectly free to act as they see fit. In fact we are making no recommendation about the size of the blank. That has been before us once before, and in fact, it was adopted. If it is the wish of this Association that the sheet be doubled in the letter size, that can be done by putting in an extra sheet in addition to this one, or you can double one up like this (illustrating). But this motion does not touch that question, any more than it has been answered before.

Dr. ELLIOTT (Leland Stanford): I want to make one more reference to what Mr. Clark has said in regard to the dismissal. At Stanford, neither the president's name nor the dean's name goes on a blank, only the registrar's name.

Mr. CLARK (University of Southern California: I am in favor of this blank with the information on it, but it does seem to me that it would be better for us to put it in the best possible condition for recommendation to the medical schools. If we could change our motion accordingly, I would be glad to fall in line with it.

Vice-President TUTTLE: I take it that a matter of this kind could be handled in a letter which would cover the resolution to the effect that this blank embodies all provisions. If the individual schools do not need some of them they may be omitted.

Mr. COMPTON: That is the idea.

Vice-President TUTTLE: You have the resolution before you, and it has been seconded. All in favor will signify by raising your hand; opposed, likewise. The resolution seems to be carried.

Is there anything further, Mr. Compton?

Mr. COMPTON: I think there is nothing more, except the Committee may take up what we have done and bring it in at a later business meeting.

Vice-President TUTTLE: I am very sorry indeed that we are not to have the next paper, "Writing the History of an Educational Institution," by Dean Charles H. Friley, Agricultural and Mechanical College of Texas. This telegram is addressed to President Wilson: "I greatly regret my inability to attend the meeting this year. Unexpected circumstances prevent me from leaving at this time. With best wishes for a successful meeting."

I am sure we are all very sorry to miss Dean Friley's paper. In place of the paper by Dean Friley, we are going to move forward the "Report of the Committee on Educational Research," by Mr. Dempster, Registrar of Johns Hopkins University.

Mr. DEMPSTER: I am very sorry that we were unable to have the mimeographed copies in your hands at an earlier date as the Committee met on Tuesday evening to consider the initial draft. The revised report, which is now being distributed, is submitted in two parts: the general summary and the results of the questionnaire. This morning I will confine my reading to the first part which contains the recommendations of the committee. We suggest that each member study the tabulated returns of the questionnaire, as the basic data on which the recommendations are made are contained therein.

REPORT OF THE COMMITTEE ON EDUCATIONAL RESEARCH

At the twelfth annual meeting of the American Association of Collegiate Registrars held in Chicago during the week of April 2, 1924, a motion was passed authorizing the President of the Association to appoint five members to constitute a committee on Educational Research. This motion was the culminating feature of the discussion following Mr. C. P. Steimle's paper on "A Program of Educational Research for Registrars." In his charge to the Committee Mr. Gannett suggested that the idea behind the appointment was somewhat similar to the one which resulted in the institution of the Board of Surveys at the Chicago meeting in 1919 and out of which came the study on "Eminent Engineers" of which Raymond Walters was the leading spirit. During the preliminary discussion concerning the organization of the Committee, it was quite apparent that all of the members were not in complete accord with the President's charge.

We realized and indeed appreciated the value of the contribution of the previous Board of Surveys, but we did not feel that the successful completion of a single project under the direction of this Committee would result in increased investigational activity on the part of the members of the Association. On the contrary, we were of the opinion that the Committee should be guided more by the general feeling, so frequently expressed at the Chicago meeting that there should be a committee to stimulate research and centralize the efforts of the Association, than by the letter from the President.

Accordingly, your Committee decided to proceed with plans for the development of a Program of Research—one that would extend over a number of years and be of such a nature as to include projects in which every willing member could make his own individual contribution. It was further agreed that this Committee will have served a valuable purpose if

it merely effects an organization which will be the basis for further activity by the Association.

In accordance with this decision, it was incumbent upon us to develop a set of principles which would serve as a guide. These principles are:

1. That the Committee shall serve as a centralizing factor in the organization and conduction of cooperative research projects, in the dissemination of methods of procedure and in helping to eliminate duplication of effort.

2. That the Committee shall act as a bureau, the primary function of which is to stimulate research among the members and the devising of ways and means for so doing should be considered of primary importance.

The Committee recommends the approval of these principles.

Under the guidance of the first principle, your Committee has endeavored to formulate a few suggestions which, it is hoped, will eventuate in a Program of Research worthy of the dignity of our Association. In reading the "Annual Proceedings," one is convinced that there has been no effort made to organize the individual studies into a program. There has been a needless duplication of effort, and in many cases the methods of attack are such as to make it undesirable to compare results. We do not mean to criticise such investigations for it is out of such individual efforts that we hope to develop cooperative projects. We do feel, however, that a great deal more may be accomplished and a more worthwhile contribution made to the advancement of higher education if such disunited endeavors give way to studies in which there is a common purpose and method. Individual achievement need not, necessarily, be sacrificed, and in addition there may be the realization that one has contributed to the solution of a larger problem which otherwise would not have been attempted.

In order that there may be no misunderstanding, the Committee wants it clearly understood that as a Committee it

does not intend to conduct investigations, but that it merely regards itself as a centralizing factor in the furtherance of such work.

The Committee recommends the adoption of the following as a basis for the development of a program:

1. That each Registrar notify the chairman of the Committee on Educational Research of the project in which he is willing to cooperate. (This should be done as soon as possible. The results of the questionnaire appended to this report contain numerous suggestions, but the returns will not suffice entirely as there are over two-thirds of our members who failed to state their interests.)

2. That the Committee be authorized to organize cooperative committees and to serve as a medium in the selection of chairmen.

3. That the Committee publish in the next Quarterly Bulletin and annually thereafter a list of the individual and cooperative projects underway, the names of the investigators and the probable date of completion.

4. That the Committee hold itself ready to encourage and help all projects, so far as it is possible, in whatever way the situation may demand.

5. That the Association encourage the publication of all projects, either cooperative or individual.

6. That the Association set aside a certain part of the program of the annual conventions for the presentation of individual memoirs constituting a project.

7. That the Association authorize the Committee to approach at the opportune time those organizations engaged in educational research for financial assistance.

Anticipating the action of the Convention, a questionnaire was mailed to each member during the month of December. Of the three hundred odd forms sent out, the Committee received one hundred and thirty-one replies of which sixty-one contained at least one suggestion. The remaining replies, although lacking in subject matter, contained statements of

a whole-hearted desire to cooperate; the deficiency was thus alleviated by the spirit of response.

In Exhibit "A" appended to this report, you will find the questionnaire returns arranged in four groups:

1. Investigations underway.
2. Investigations completed during the past three calendar years.
3. Investigations that members of this Association are willing to undertake for their own institution or in cooperation with institutions having similar problems.
4. Investigations which the Association should make.

An analysis of the results indicate that there are at least a few Registrars who believe that investigational activity has its rewards. At the present time there are fifty-two members who have projects of their own underway or are cooperating with the Society for the Study of Engineering Education in their present survey. Since the compilation of the returns, one of the announced projects has been published and a number of the other studies should be completed by the summer of 1925. It is of great interest to note that a few of the remaining fifty-one studies are of such a nature as to have formed excellent cooperative projects if the investigators had only been in touch with each other.

Thirty-nine studies have been completed during the past three calendar years, of which eighteen have been published. The media of publication are: Proceedings A. A. C. R., 8; School Review, 1; Knox Alumnus, 1; Johns Hopkins University Circular, 1; University of Minnesota Survey Series, 2; Engineering Education, 1; School and Society, 2; Educational Administration and Supervision, 2; Transactions of the Ohio College Conference, 1. Our association proceedings have been the mainstay of the members in offering opportunities for putting in print the results of their labors.

To the Committee, the third section is the most interesting and significant; it contains forty-two suggested subjects that the individual members are willing to undertake. These

responses alone justify the existence of the Committee on Educational Research. We suggest that those who did not have problems of their own to submit study this section, and as soon as they have decided on their problems to get in touch with some member of the Committee. This Association should have several cooperative projects in full swing next year.

At the present time, we do not feel that the Association should undertake projects such as are suggested in Section 4. Some time later, possibly, when our program is of sufficient maturity to warrant it, your Committee will consider doing so.

Your Committee feels that its work can be effective only if assured of a medium through which all members of the Association can be regularly reached.

We therefore recommend:

That steps be taken to regularize the publication of the quarterly as now provided for under the name "Bulletin of the American Association of Collegiate Registrars."

That an Editor and Business Manager be appointed by the Executive Committee to be in general charge of the publication.

That the Summer Bulletin (June) include the proceedings of the Annual Convention together with a full membership list.

That the Fall (September), Winter (December), and Spring (March) Bulletins be enlarged to consist of about 30 pages each and that their composition be approximately as follows:

<i>Content</i>	<i>No. of pages</i>	<i>Responsibility</i>
(a) Advertising	4	Business Manager
(b) Editorial	2	Editor
(c) News notes	2-3	Editor
(d) Announcements	2-3	Executive Committee
(e) Employment Bureau	1	Secretary
(f) Reports on publications, abstracts, reports of progress, projects, etc.		Research Committee
(g) Occasional articles of such a nature as appeal primarily to members of this Association.		Research Committee

The financial aspects of the publication would be somewhat as follows:

Fall issue, 30 pages at \$3.00.....	\$90.00
Winter issue, 30 pages at \$3.00.....	90.00
Spring issue, 30 pages at \$3.00.....	90.00
Summer issue, 250 pages at \$3.00.....	750.00
	<hr/>
	\$1020.00

The estimated price of \$3.00 per page per thousand should take care of all expenses. As the Association is already spending approximately \$900.00 a year on its publications, it devolves upon the editors to see that the additional amount of \$102 be raised thru other means. In view of the limited circulation of the publication your Committee recommends that a charge of \$20.00 a page per issue, with a twenty-five per cent. discount for four issues, be made for each page of advertising. In this way the additional sum of \$102 may very easily be taken care of.

In submitting this report, we have endeavored to emphasize the desirability of a firm foundation—a sound beginning—in research work. Too often cooperative projects are begun without a definite understanding as to the principles which should govern such activity. Almost invariably some one emerges with the feeling that his individual prerogatives have been trespassed upon. This Committee has attempted to safeguard such rights by the development of its principles.

We submit this report fully aware that the surface of the problem has not even been scratched, but with the tools that we have gathered, we hope, whether it is your pleasure that we continue or whether other members may be appointed, that the future Committee will be able to forego the preliminaries of scratching and forthwith begin to dig.

A. O. NEAL, University of Arizona,
 R. M. WEST, University of Minnesota,
 C. E. MELVILLE, Clark University,
 F. L. KERR, University of Arkansas,
 R. N. DEMPSTER, *Johns Hopkins University*,
Chairman.

EXHIBIT "A"

RESULTS OF THE QUESTIONNAIRE

PART I—INVESTIGATIONS UNDER WAY

Note:—Results are tabulated as follows: Name of institution; name of investigator in parentheses; title; date started—probable date of completion; medium of publication.

Agricultural and Mechanical College of Texas—(C. E. Friley).

Statistical History of the A. & M. College of Texas 1914-1924. March, 1925. "College Bulletin."

Albion College (Scholarship Committee).

Upper and lower division system of classes. October, 1924-June, 1925.

University of Arkansas—(F. L. Kerr).

Distribution of grades—a study to determine how closely the distribution of grades assigned by instructors conform to the prescribed normal distribution curve. Not published.

University of Arizona—(A. O. Neal).

1. Relation between high school marks and college attainment.
2. Influence of high school teachers on scholastic achievement of college freshmen.
3. Comparative scholarship of four year resident students and of transfers.
4. A study of the work of certain high schools and grades of freshmen by means of Bi Serial Eta.
5. The effect of high school chemistry on grades made in freshman chemistry.

Theses in graduate Education classes, 1924-25.

Atlanta University—(J. P. Whittaker).

Relation of the intelligence of freshmen to college work. September, 1924-June, 1925. "Atlanta University Bulletin."

Carnegie Institute of Technology—(Alan Bright).

Cooperating with the Society for the Promotion of Engineering Education in their survey. "Proceedings of the S. P. E. E."

Case School of Applied Science—(T. M. Focke).

1. Cooperating with the Society for the Promotion of Engineering Education in their survey. "Proceedings of the S. P. E. E."
2. A statistical study of the results of different types of placement tests for freshmen. Not to be published.

University of Chicago—(D. E. Scates).

1. Differences in departmental marking tendencies checked against differences in typical performance of their student bodies. Summer, 1923—June, 1925.
2. The curve of the distribution of marks that is theoretically and practically sound. June, 1925.
3. Miscellaneous factors affecting students' work. — late 1925.
4. Predictive value of high school grades from unselected high schools. —. In 1925.

5. Freshmen mortality—(Edward Potthoff).
 - a. Special study of freshmen who fail in English Composition (a required course).
 - b. Continued study of those whose failures result in probation or dismissal.

Clark University—(C. E. Melville).

Effect of change from a grading to a ranking system on relative standing of students. 1924-June, 1925. To be mimeographed.

University of Colorado—(C. R. Burger).

Freshmen mortality—(Investigation of Rockefeller Foundation). 1924-1928.

Columbia University—(E. J. Grant).

1. The proportion of Columbia College graduates who have gone forward, within the past ten years, to further study in the Graduate and Professional Schools of Columbia University. 1924-1925. Annual Report.

2. Comparative enrollment in subjects over a period of twenty years. Not for publication.

Connecticut College for Women—(D. D. Leib).

Relation between Latin in High School and probable success in college. Not for publication.

Creighton University—(B. A. Kennedy).

Credit evaluation for teacher certification. December, 1924-June, 1925. Publication undecided.

Dennison University—(A. K. Mather).

Grading systems. ——— 1926. To be reported to faculty.

Georgetown College—(J. Moreland).

Number of graduates of past ten years in southern colleges continuing and receiving graduate degrees. 1924-February, 1925. Mimeographed.

Georgia School of Technology—(H. H. Caldwell).

Freshmen achievements in tests in high school English and Algebra.

Johns Hopkins University—(R. N. Dempster).

Student retention in the undergraduate classes of the College of Arts and Sciences, the School of Engineering and the School of Business Economics—a statistical study beginning with the entering class of 1920 and ending with the graduating class of 1927.

Kalamazoo College—(E. B. Harper).

Freshmen achievement in the new Thurstone composite tests. September, 1924 ———. To be reported to "The American Council on Education."

University of Kansas—(G. O. Foster).

Effect of extra-curricular activities on the scholarship of freshmen. ———-Spring, 1925. For local use only.

University of Kentucky—(Under the direction of E. L. Gillis).

1. Standards for measuring the teaching load.
2. A scientific basis for the use and non-use of University space. "Masters' Essays."

Knox College—(J. A. Campbell and Carol Rowland).

Comparative study of departmental enrollments for the past twenty years. ———-February, 1925. "Knox Alumnus."

Leland Stanford Junior University—(O. L. Elliott).

Why students drop out of college. "President's Annual Report."

University of Maine—(James A. Gannett).

1. A review of the absence records to determine the effect of excessive "cutting" on scholarship. November 15, 1924-December 19, 1924. Not for publication.

2. A point system to limit extra-curricula activities. October, 1924-January, 1925. "School and Society."

Millsaps College—(G. L. Howell).

Curtailment of credit due to excessive absence. —-Spring, 1925. At meeting of state colleges.

University of Minnesota—(R. M. West).

Student survival:

a. To determine the proportion of a freshman class that will complete the requirements for the bachelor's degree in four years.

b. To determine the proportion that will eventually graduate and establish a method for such determinations applicable to any entering group.

November, 1923-February, 1925. "The University of Minnesota Survey Series."

University of Missouri—(S. W. Canada).

1. Junior college graduates in the University.

2. Seven grades or eight.

—-Summer, 1925. "School and Society."

University of Missouri, School of Mines and Metallurgy—(H. H. Armsby).

Cooperating with the Society for the Promotion of Engineering Education in their present survey.

Mount Holyoke College—(Caroline B. Greene).

Correlations between intelligence tests, entrance tests, and college tests. Fall, 1923-—.

University of Nebraska—(Florence I. McGahey).

Cooperating with the Society for the Promotion of Engineering Education in their survey of engineering education. Projects:

a. A study of entering engineering students and their preparation for the study of engineering.

b. A study of admissions and eliminations.

"Proceedings of the S. P. E. E."

University of North Dakota—(E. C. Miller).

Why freshmen leave college—a study of freshmen mortality.

Date of completion doubtful.

Oberlin College—(F. Isabel Wolcott).

Mortality of college students. Date of completion doubtful.

"Annual Report."

Ohio University—(F. B. Dilley).

A study of the records of "Transfers" to Ohio University. Date of completion doubtful. Not to be published.

Pennsylvania State College—(W. S. Hoffman).

Religious affiliation of college students in Pennsylvania colleges.

—-Spring, 1925. Publication doubtful.

Pomona College—(C. T. Fitts).

Orientation courses for freshmen. September, 1924-August, 1925.
Publication doubtful.

Syracuse University—(J. C. Hurley).

1. Efficiency in registration.

2. Efficiency in the Registrar's Office.

June, 1923—Medium of report undetermined.

Wellesley College—(Mary F. Smith).

History of the constituencies of the classes during the four years
in college. 1922—Medium of publication undetermined.

University of Wisconsin—(C. A. Smith).

A study of the 1923 June graduating class to determine:

a. Scholarship of students who did all of their work at Wisconsin vs. that of students who entered with advanced standing.

b. Comparative scholarships of students from Wisconsin and from other states.

c. Period of study at the University.

College of Wooster—(C. R. Compton).

Further study of transcript forms. To be reported to the A. A. C. R.

PART II—INVESTIGATIONS COMPLETED DURING THE PAST THREE CALENDAR YEARS

Albion College—(Scholarship Committee).

General and departmental honor systems or methods to encourage superior scholarship. Unpublished.

University of Arkansas—(F. L. Kerr).

Relative standing of students from the various state high schools. Routine study. Not published.

University of Arizona—(A. O. Neal).

1. Statistical study of development of University of Arizona—January 30, 1925. Copy available.

2. Four year comparison of group accomplishment. Unpublished; copy available.

Baker University—(S. A. Deel).

College entrance requirements.—October, 1924. Not published; copy available.

Carnegie Institute of Technology—(W. F. Rittman and Alan Bright).

The general trend of enrollment in engineering schools. "The Technical Journal of the Carnegie Institute of Technology, 1923."

Butler College—(Sarah E. Cotton).

Analysis of student grades to determine relative standing of Greek letter organizations vs. other groups. 1922-1923. Not for publication.

Case School of Applied Science—(T. M. Focke).

1. Student load—a statistical analysis of the curriculum.

2. Faculty load—a study of the relative loads of the different departments. Available in mimeograph form.

University of Chicago—(Douglas E. Scates).

1. A study of high school and first year university grades. "The School Review," March, 1924.
2. Dismissed and readmitted students. Not intended for publication.

Clark University—(C. E. Melville).

1. Opportunities for earning the bachelor's degree in three years—a survey of the situation in 1922. "Proceedings A. A. C. R., 1922."
2. A study of current practice in regard to the granting of college credit for extension courses, correspondence courses, summer courses.

Reported at meeting of New England section, A. A. C. R., April, 1923.

Connecticut College for Women—(D. D. Leib).

- Correlations between the intelligence tests given entering students and their later performances. Not published.

Georgetown College—(J. Moreland).

Correspondence and extension course credits. Mimeograph form available.

Georgia School of Technology—(H. H. Caldwell)

1. Freshmen mortality rate. "Proceedings of A. A. C. R., 1922."
2. Can we save more of our freshmen? "Proceedings of A. A. C. R., 1924."

Heidelberg University—(T. N. Sonnedecker)

A self survey—college efficiency.

Johns Hopkins University—(R. N. Dempster).

1. Coordination of preparatory training to work in college as based on students' records. September, 1921—June, 1922. "Master's Essay."
2. Distribution of advanced degrees in the Faculty of Philosophy by years, subjects and groups.—October, 1924. "The Johns Hopkins University Circular, New Series, 1924, Whole No. 354."

University of Kansas—(G. O. Foster).

Distribution of preparatory subjects offered for admission in the fall of 1924. Not published; no copy available.

Knox College—(J. A. Campbell and Carol Rowland).

Comparative study of geographical sources of Knox students by decades since 1850-51. "Knox Alumnus."

University of Manitoba—(W. J. Spence).

Statistics regarding student mortality for a three-year period. (1919-1922.) To be merged in a more extensive investigation.

University of Minnesota—(R. M. West).

1. A workable method of keeping registration statistics. "Proceedings of the A. A. C. R., 1922."
2. Student mortality. "Bulletin of the University of Minnesota, Volume XXV, No. 8, March 17, 1924."

Ohio University—(F. B. Dilley).

Freshmen mortality. September, 1923—June, 1924. Not published; copy available.

Pomona College—(C. T. Fitts).

Honors courses. Unpublished; no copy available.

Smith College—(Jean C. Calhoun).

Registrar's reports and statistics. 1923-24. Master's thesis submitted to the Leland Stanford Junior University.

Swarthmore College—(R. Walters).

1. Scholarship and eminence in engineering.
"Engineering Education," Vol. I, No. 8, April, 1921.
2. Statistics of registration in American Universities and Colleges—an annual report in "School and Society."
3. The scholastic standing of eminent engineers having liberal arts training. "1924 Proceedings A. A. C. R."
4. The growth of public high schools in the United States. "School and Society," November 15, 1924.

Wellesley College—(1. Mary F. Smith; 2. Frances L. Knapp).

1. Freshman week and the Registrar's office. "1924 Proceedings A. A. C. R."
2. Comparative reliability of the school record, College Board Entrance Examinations, and the New Plan as a basis for selecting candidates for admission.

Western Maryland College—(Anna H. Isanogle).

Relation of college achievement to high school records 1923-24.

University of Western Ontario—(K. P. R. Neville).

Interpretation of Canadian credentials for college entrance. "1924 Proceedings A. A. C. R."

University of Wisconsin—(C. A. Smith).

Why students leave college.

"Educational Administration and Supervision," Sept., 1923.

College of Wooster—(C. R. Compton).

1. A study of the forms used in the Registrars' offices of Ohio institutions.
"Transactions of the Ohio College Association," March, 1923.
2. Uniform certificate for candidates for medical schools. "1922 Proceedings A. A. C. R."

PART III—INVESTIGATIONS THAT YOU ARE WILLING TO UNDERTAKE FOR YOUR INSTITUTION OR IN COOPERATION WITH INSTITUTIONS HAVING SIMILAR PROBLEMS

University of Arkansas—(F. L. Kerr).

1. The validity of the Missouri system.
2. Correlation of high school and college records by institutions receiving students from the same high schools.
3. The predictive value of intelligence tests in determining fitness for college.

University of Arizona—(A. O. Neal).

1. Cost accounting with particular reference to registration and instruction. Funds available.
2. Effect of participation in college activities on scholastic standing.
3. Relative standing of groups—fraternity, non-fraternity, men and women.

4. Four year scholastic attainment, correlated with the intelligence quotients of the entering class.
5. Variation from norms of grading by departments.

Atlanta University—(J. P. Whittaker).

Survey of accredited colored high schools.

University of Chicago—(W. A. Payne).

Freshmen mortality.

Clark University—(C. E. Melville).

1. Distribution of student elections in Colleges of Arts, Sciences, and Literature.
2. A study of the minimum requirements for unconditional admission to graduate study in selected fields, or subjects, and of the actual requirements for the degree of Master of Arts.
3. Cost Accounting—a study of the unit cost of various subjects (or departments) in different institutions. No funds available.

University of Colorado—(C. R. Burger).

The extent to which intelligence tests are used in the admission of students. No funds available.

Creighton University—(B. A. Kennedy).

Uniformity in secondary standards for college admission.

University of Delaware—(G. E. Dutton).

Relation between high school grades, intelligence test grades and college grades.

Dennison University—(A. K. Mather).

Teaching load and departmental equipment. No funds available.

PART IV—INVESTIGATIONS THAT YOU WOULD LIKE THE ASSOCIATION TO MAKE:

Allegheny College—(C. F. Ross).

Standard forms for financial and educational reports to be used by all colleges.

Armour Institute of Technology—(J. C. Penn).

Curtailment of student enrollment with reference to need for vocational guidance.

Carnegie Institute of Technology—(Alan Bright).

Relative value of vocational and academic subjects in preparation for college.

Dennison University—(A. K. Mather).

1. Evaluation of foreign transcripts.
2. Standardization of transcript forms.
3. Honorable dismissal—what does it mean?

Hollins College—(Evelyn J. Richmond).

1. Treatment of transfers.
2. Prescription and election in the freshman and sophomore years.
3. The extent to which students should be allowed to repeat required courses.
4. Maximum credit that should be allotted for summer courses.

College of Industrial Arts of Texas—(W. King).

Plans for housing students.

South Dakota State College of Agriculture and Mechanic Arts—
(D. B. Doner).

Degrees held and salaries received by members of the Association.

University of Southern California—(Theron Clark).

An authoritative reference book for evaluating foreign credentials.

Wellesley College—(Frances L. Knapp and Mary F. Smith).

Practices of the various colleges in furnishing information requested by boards of education.

Vice-President TUTTLE: You have heard the report of your Committee, and it is now before you for discussion. If I understand you correctly, Mr. Dempster, it is in reality in two parts.

Mr. DEMPSTER: Yes. We were anxious to place the report in the hands of the members at an earlier date, but were unable to do so. That is the reason why I referred to the second portion which contains the results of the Questionnaire. There is a lot of matter in the first part that will not be understood, possibly, until the second part has been read.

Vice-President TUTTLE: The part of the report which you have now read is virtually the recommendations of your Committee, and the second part is the result of the Questionnaire.

Mr. DEMPSTER: There are two parts to the report, but we would like to have it considered as a whole.

Vice-President TUTTLE: The report is before you for discussion.

DISCUSSION

Mr. HILLEGEIST (University of Maryland): The Committee has done a fine piece of work, and it is with some hesitancy that I rise to discuss it before this convention. We have here a program of serious matter which I believe we ought to discuss thoroughly. There is not sufficient time before we get away from here this morning, but every member of the Association should read the rest of the paper which Mr. Dempster has not taken the time to go over. I hope that the Convention will continue this Committee as the Committee on Educational Research, that is, if the Convention is satisfied that the report should be accepted, and it will be my object to offer a motion that the report be accepted as a whole. Each member of the Committee has co-operated with every other member and the report which we have before us is the result of their combined efforts.

I am particularly interested in the proposal to establish a Bulletin.

I have been particularly interested in such a move for the last two or three years. I made the suggestion to the Committee a year ago, but the time was not ripe for a Bulletin to be instituted. You have here, though, the recommendation of five members of this Committee, who have worked together intelligently; they have kept in contact with each other through the means of correspondence as explained by Mr. Dempster. Referring particularly to the suggestions and recommendations of the Committee in regard to the publication, I hope this section of their report will meet with the full sympathy and vote of this organization. I believe we could not do better than to have the Chairman of that Committee appointed as editor of the Bulletin. Mr. Dempster has given evidence of the necessary ability, as seen by the outline that he has collected and prepared for us. It is evident that he is prepared to handle such a project, and lead us into the fields of journalism. With those remarks, I move that we accept in full the report of the Committee on Educational Research.

Mr. DEMPSTER: While I appreciate very much Mr. Hillegeist's kind suggestion, I wish to state that the Committee on Educational Research does not feel that it would be a wise move to saddle the necessary editorial duties upon one of its members. Your committee should be allowed to confine its activities to stimulating interest in investigations. It will assume full responsibility in supplying the Bulletin with information concerning the proposed projects.

Vice-President TUTTLE: I think that you appreciate the importance of this report, and the fact that it should be given very careful consideration. I am not sure that you will be ready to vote this morning, and if so, there can be time set aside for further discussion of the paper later, and for definite action. I do not think it is necessary to bring it up for definite action this morning, unless you so wish.

There has been a motion made by Mr. Hillegeist. Do I hear a second?

Dr. ELLIOTT (Leland-Stanford): I second the motion.

Vice-President TUTTLE: Mr. Hillegeist's motion has been seconded, and it is open for discussion. The motion being that we adopt this report in full.

Mr. WEST (University of Minnesota): Mr. President, I do not want to hurry the Association at all. We can postpone this paper for discussion later on; but I feel that the only way to get started on this thing is to start. We are very anxious to take up the matter of providing the Association with the details of our general program. Of course, we can postpone this, but it is only a half-hour before twelve o'clock, and the Committee will appreciate having some suggestions now.

Vice-President TUTTLE: The motion is before you. All in favor of Mr. Hillegeist's motion to the effect that we adopt the report in full as presented, signify by raising their hands; opposed, likewise.

Mr. WEST (Minnesota): This is a co-operative project, Mr. Chairman, and this share of it has been forced upon me in connection with the report of which you have received mimeographed sheets. As I said a moment ago, the Committee feels that the way to get started on these things is to start. We wasted a good deal

of time in trying to accomplish things by correspondence, and we are very anxious to attempt to organize at least one, or as many as possible of this list of co-operative projects among members of the Association before we get away from this Convention. We will ask you to look this over in the few moments remaining, and to indicate your first and second choice in which you would like to co-operate. You understand that these are general projects to be made up when you come to discuss them of a half a dozen or more sub-projects, in which individuals will work largely independently. We found in looking over the section of the report, which was not read this morning, that a very large number of the subjects which are proposed by the Registrars would come as sub-projects under these headings, and we feel that there is a real opportunity to organize these at this time. You will please check those projects in which you are interested; even if you do not feel you can actually spare a great deal of money on it from your office budget this year, you will probably find that there are certain regional problems, and we can get up something that is worth while. If you will check these slips and hand them in with your ballot to the Nominating Committee at the door as you go out, the Research Committee will go over them, and before we close the session this afternoon I hope we can arrange for those interested in the same projects to meet and talk over the work in a general way. The selection of the project leaders and the details of the working plan can be worked out after you get away. I am sure that you will find by this method that you will be able to save months and months of correspondence which does not get you anywhere.

I do not suppose you will be able to participate in all these problems; however, as you will see on reading them over, the importance of the regional factor is quite evident in some of them. And if a man on his third or fourth choice was willing to participate in some of these problems, if you care to add a third, or fourth, or fifth, or sixth project, we will be glad to have you do so. We are trying to organize these groups on the basis of your first choice.

Vice-President TUTTLE: I think you all understand that Mr. West wishes to collect these slips as you pass out.

Is there any other item of business?

Mr. COMPTON: I do not know of anything, but if you will remember, Dr. Arthur G. Hall died during the past year, and I move that the Committee on Resolutions bring in a resolution before this Convention in memory of Dr. Hall, who was once President of our organization, as I remember.

Mr. COMPTON: All right. I withdraw my motion.

Vice-President TUTTLE: I think the Resolutions Committee has such a resolution in mind.

Vice-President TUTTLE: I want to call your attention again to exhibit of the office equipment, in charge of Mr. Cooper, in the basement of this building. Mr. Cooper will be very glad to show you these exhibits.

Is there any other item of business? If not, we will stand adjourned until two o'clock this afternoon.

WEDNESDAY AFTERNOON SESSION

President WILSON: The meeting will come to order, please.

This afternoon we have on the program only two items: First, a paper, and second, a number of group meetings for informal discussion of topics of general interest. After the reading of the paper with the customary discussions, I shall assign to the groups the rooms in which they are to meet.

The first paper on the program is one on "The Honor System, Its Extent and Application," by Miss Mary Taylor Moore, Registrar, North Carolina College for Women.

THE HONOR SYSTEM, ITS EXTENT AND APPLICATION

By MARY TAYLOR MOORE

Registrar of the North Carolina College for Women

"Such words as religion, democracy, liberty, honor, chivalry, etc., are incapable of exact definition, or delimitation. So with that form of self-discipline and idealism known as the student 'honor system.' No two campus groups professing to practice it accept the same code of honor or agree as to the exact function and limitation of the system. In many institutions it is no more than a traditional 'verbal asset,' sometimes the empty husk of a past reality. In its application to student conduct it is often fantastically narrow and onesided, like the chivalry of the middle ages. It is also sometimes unfortunately harsh in its treatment of individual cases. To many outsiders it seems, like religion, idealism, and the golden rule, too vague, illogical and sentimental to be a really workable program with human nature as it is.

The honor system is a form of student self-government which, assuming that every student is a man of absolute truthfulness and honesty, takes immediate cognizance of all violations of an accepted code of honor; and through student organizations procures the permanent removal from the

student-body of all those who by violating in any degree this accepted code, prove that they cannot be safely trusted.

Merely abstaining from faculty supervision, 'trusting' everybody, and putting every student on his honor, whether he has any or not is as far from the honor system as anarchy is from ordered liberty."¹ The application of the term honor system varies as widely as do other educational methods and policies in different institutions. It may apply only to examinations and written tests; or only to student life; or it may embrace examinations and athletics; or it may touch every phase of student life, both academic and social.

With most institutions where it is in use it illustrates the world's, or at least the American world's, change in attitude toward the young. In the old days the young student often looked upon the instructor as his natural foe and felt it his inborn right to be able to outwit him. Frequently the instructor regarded himself as a policeman and every student a natural criminal until he could prove himself innocent. Under such a system of espionage what could be expected of examinations and other tests? William Lyon Phelps tells of an incident in which the president of Brown University chased a noisy student around several blocks and finally reaching him gave him a sound kick which sent him rolling down to the bottom of the high hill on which the university is situated. Dr. Phelps says that this is only one instance in which the president of a university succeeded in coming into very close contact with the student body.²

Dr. Thwing says: "The history of the government of students in American colleges is a history of increasing liberality and orderliness." But even back in these early days there were institutions and leaders with ideals more nearly approaching those of modern times. When Thomas Jefferson was interested in the establishment of the University of Virginia he stated a principle which is as true to-day as it

¹ The Honor System and its Practical Operation, H. L. Smith, Washington and Lee Bulletin, March 1925.

² Student Honesty in College, W. L. Phelps, Educator, January 1923.

was then: "The best mode of government for youth in large collections is certainly a desideratum not yet attained by us. It may well be questioned whether fear, after a certain age, is a motive to which we should have ordinary recourse. The human character is susceptible of other incitements to correct conduct more worthy of employ and of better effect. Pride of character, laudable ambition, and moral disposition are innate correctives of that lively age and when strengthened by habitual appeal and exercise have a happier effect on future character than the degrading motive of fear." So Jefferson asked his board of visitors to prepare a "system of government which if founded in reason and comity will be more likely to nourish in the minds of our youth the combined spirit of order and self-respect so congenial with our political institutions and so important to be sown into the American character."

Several southern institutions claim the credit of having the first well established honor system in this country. So far as available data show, South Carolina College and William and Mary are the only institutions which practiced the honor system prior to 1842. William and Mary College claims to have initiated such a system in 1779. The University of South Carolina, (formerly South Carolina College) states: "The system is traditional from the beginning. It simply means that here professors and students are gentlemen in all their relations. The system has been in vogue ever since the college was founded in 1801." The University of Virginia formally adopted the honor system in 1842. The movement grew steadily after 1842 with a slight decrease during the Civil War period and a marked increase about 1910.

Ten years ago, in 1915, Dr. Baldwin of Swarthmore made for the United States Bureau of Education an extensive study of the status of the honor system. At that time he investigated 425 institutions finding that there were 123 in which the system was in actual practice. Of those 45 were situated east of the Mississippi and south of the Mason and Dixon line; 5 were in New England; 35 were institutions for

men, 8 were for women and 80 were co-educational. Of these 123 institutions 101 had the honor system in all departments and 22 in some departments only. In addition to the 123 institutions 44 others claimed to have the system in spirit but not in form, and 31 were considering its adoption in the near future.³

The present study does not embrace so many or in every case the same institutions that were investigated by Dr. Baldwin. Questionnaires were sent to about 140 institutions most of which are represented in the 1924 membership of the American Association of Collegiate Registrars. Replies were received from 80 institutions which do not use the honor system. Their geographical distribution is as follows: New England States, 4; Middle Atlantic, 14; Southern, 6; Middle Western and Western, 56.

The same kind of distribution for the institutions in which the honor system is in existence shows: New England States, 8; Middle Atlantic, 11; Southern, 19; Middle Western and Western, 10. Of the last ten mentioned, seven are in Ohio, one in Illinois, one in Missouri and one in California. Four others report the system in use in one or more departments. If a deduction may be made from the study of this comparatively small number of institutions it would seem that the system is decidedly more popular in the South and East than in other sections of the country.

Most of the institutions reporting an absence of the honor system make no comment except that it is not in use. However, George Washington University, Washington, D. C., reports that the students have voted down the proposition on three different occasions. Bryn Mawr reports: "The Honor System has never been used at Bryn Mawr not because of any lack of faith in the individual student's honor but because of our conviction that satisfactory order and quiet cannot be obtained in examinations that are informally conducted under the honor system." Harvard has recently as February 1925,

³ Present Status of the Honor System in Colleges and Universities, B. T. Baldwin, United States Bureau of Education. Bulletin No. 8.

rejected the adoption of an honor system by a vote of its Student Council. Among their reasons for this action were: " (1) that the system seemed to be at its best only in an institution of comparatively small numbers; (2) that the loosely knit organization of the University which included the presence of a large number of day scholars who are removed from the solidifying influence of dormitory life would tend to break down group consciousness, and the absence of a large majority with common standards and backgrounds would tend to defeat the practical working of the plan."

Five or six institutions reported that the system had been tried and abolished because of the lack of the proper student sentiment behind it. Fraternity politics and the failure of students to report other students were given as the specific causes of the failures.

In contrast to this seeming indifference on the part of the non-users is the enthusiasm displayed by some of the institutions where the system is in vogue. Where it has grown up with a college and is a part of its traditions its success seems more positive than where it is a newer growth. Several very delightful magazine articles have been written extolling its unqualified success at the University of Virginia and the University of North Carolina.

President Henry Louis Smith has just published a leaflet describing its practical operation at Washington and Lee where the system seems to permeate every phase of student life so that no office doors are locked, no salesman is necessary in the co-operative store, etc. Dr. Smith says: "A life-time of practical experience with the honor system convinces me that of all the character-building agencies of the American College campus it may become, if effectively utilized, by far the most valuable and efficient."⁴

Mount Holyoke has a Community form of government which of course embraces the honor system for all academic matters. Upton Sinclair has stated that the Mount Holyoke student government is the only good government in the

⁴ The Honor System and its Practical Operation, H. L. Smith, Washington and Lee Bulletin, March, 1925.

world. To obtain Upton Sinclair's stamp of approval seems beyond the possibility of most educational institutions.

Except for such institutions as the University of Virginia, Washington and Lee, Vanderbilt, Princeton, Wellesley, Vassar, etc., where it has long been an integral part of the college life the success of the movement seems to fluctuate. The colleges using it generally agree that to secure the highest degree of success the movement must be started by student initiative and the idea must have the unqualified support of both students and faculty.

Where the honor system exists there is generally, but not always, a well-organized self-government association among the students.

Considering some of the phases of the system we find that the penalty for cheating on examination, whether under the honor system or not, varies greatly. Failure in that particular course, failure in all courses for the semester, suspension and expulsion are the most common penalties.

A very few institutions give the student body through its Honor Court or Student Government Association the absolute power to expel a student. A larger number give the power to strongly recommend suspension or expulsion.

At most places the instructor is present at an examination to keep order but not to police.

Much might be said in regard to whether or not a written pledge should be required, and numerous other phases of the execution of an honor system. But there are as many variations in regard to such details as there are colleges, using the system. (Appended is a sheet giving a very brief description of the system as interpreted by the various colleges reporting its use.)

In conclusion let me again quote Mr. Baldwin: "The Honor System rests fundamentally upon the initiative of undergraduates and initiative always has potential good as a possibility; it is dependent upon unity of purpose and community of effort, which is another valuable asset when turned in the right direction; it tends to bring about a frank and candid relation between the students and the administrative

force of an institution; it tends toward increasing the loyalty to an institution, by strengthening public opinion in regard to the virtue of honesty; it increases individual responsibility, which may take a marked drop during college days; it breeds confidence and self-respect in similar situations; as a rule it appeals to the better class of students, and leads them to look at their own actions and the actions of other fellows from the point of view of an adult; it utilizes the stronger characters to help bolster up the weaker ones. Fundamentally, it is a democratic method of procedure."⁵

INSTITUTIONS REPORTING THE USE OF THE HONOR SYSTEM 1924-1925

Connecticut.

1. Connecticut College for Women. Honor System established at the founding of college. Embraces all phases of student life; supported by student sentiment. Student Council handles violations but may not expel. Functions well.
2. Yale.
 - a. Yale College. Established 1921. Enforced by Student Council. Penalty suspension by Council. Not a complete success; future in the balance.
 - b. The Freshman Year. Established 1920. Daily tests and examinations only. Enforced by class committee. Suspension one month to a year. A success.
 - c. Sheffield Scientific School. Established 1912. Ten minute papers, tests and examinations. Enforced by Committee. A great success.

Massachusetts.

1. Wellesley. 1901. Does not embrace examinations. On the whole a success.
2. Smith. Established 1924. Embraces social regulations. Success as an educational undertaking but not as a perfect machine.
3. Mount Holyoke. 1918. Community government. Embraces all academic matters. Penalty for dishonesty in examinations, loss of credit in course. Considered as a great success as is usually attained in this matter in undergraduate life.
4. Wheaton. Inaugurated 1922. Covers student life but not academic matters. Not considered a success.

New York.

1. Vassar. Embraces examinations and social regulations. A success.
2. Cornell. College of Arts and Sciences. 1920. Embraces everything by which credit toward graduation is received. Student Committee has power to expel. Success questionable.
3. Alfred University. 1910. Enforced by Student Senate. Embraces all matters pertaining to scholarship and conduct.

⁵ Present Status of the Honor System in Colleges and Universities, B. T. Baldwin, United States Bureau of Education. Bulletin No. 8.

Senate recommends that a student be expelled by faculty. Partial success.

New Jersey.

Stevens Institute of Technology. 1906. Enforced by Honor Board subject to revision by President of Institute. Covers student life in general. Penalty, suspension or expulsion or reprimand by President before students and faculty. A success.

Pennsylvania.

1. Carnegie Institute of Technology. In M. M. C. College 1915. In women's dormitories in 1912. Embraces social regulations. Penalty, suspension or expulsion. A success.
2. Drexel Institute. 1919. Embraces examinations and social life. Penalty, suspension or expulsion. A success.

Maryland.

1. University of Maryland. 1919. Enforced by Honorary Committee. Embraces all activities and phases of college life. Penalty, failure in course or dismissal. Is proving more successful this year.
2. Hood College. 1916. All phases of college life. Suspension for ten days or more, expulsion if practice is continued. A partial success.
3. Johns Hopkins. 1914. All phases. Expulsion. A success.
4. Goucher. 1902. Examinations, social regulations. Premeditated cheating, expulsion; unpremeditated, suspension for semester. A success.

Virginia.

1. Randolph-Macon Woman's College. 1896. All college life. Penalty, usually expulsion. A success.
2. Farmville State Teachers College. About 1910. Embraces all phases. Suspension, loss of credit on course or expulsion. A success.
3. Sweet Briar. 1906. All rules by Student Government Association. Expulsion. On the whole, a success.

Tennessee.

1. Vanderbilt University. 1875. Examinations only. A success.
2. George Peabody College for Teachers. 1875. Dormitory life and all college rules. Mostly mature graduate students. Plan works well.

North Carolina.

1. University of North Carolina. 1900. Spiritually it pervades the whole life of the student. Generally expulsion for at least one quarter. Unqualified success.
2. Wake Forest College. 1920. Examinations only. Expulsion. No greater success than former system.

South Carolina.

1. Clemson College. A land grant institution which has military training. Honor System inaugurated 1921 in each of the four classes. Expulsion.
2. Columbia College. 1921. All conduct. Suspension or expulsion. Improvement over faculty supervision.

Georgia.

1. Georgia School of Technology. 1910. Covers all written work on which student is graded. Penalty varies. Not an entire

success. Student body as a whole does not feel enough responsibility.

2. University of Georgia. Ten or twelve years ago. Includes personal life, especially drinking. Usually suspension. Very fair success.
3. Agnes Scott. 1906. Embraces every possible phase of college life. Expulsion. A success.
4. Emory University. 1919. Expulsion. A success.

Alabama.

1. Alabama Polytechnic Institute. 1910. Class work and examinations, only. Suspension or expulsion. Not a complete success.
2. Birmingham Southern College. 1922. Examinations only. Probation then suspension. Partial success.

Mississippi.

1. State College for Women. Embraces all phases. Expulsion. Not altogether a success.

Oklahoma.

- Oklahoma College for Women. 1917. All phases. Loss of credit. Success to some extent.

Texas.

- Texas Christian University. 1915. Includes any work offered for credit toward a degree. Penalty fixed by Honor Council. Partial success.

Kentucky.

- Transylvania College. A very successful system.

Ohio.

1. Western Reserve University. College for Women. Established many years ago. All phases. A success.
2. Adelbert College. Term tests, reports, laboratory work, etc. First offense, exclusion from course; second, expulsion. Doubtful success.
3. Ohio Wesleyan. 1906 or 1911. Examinations, snap quizzes, themes and note book work. Penalty ranges from reprimand to suspension. Sometimes extra hours are required for graduation. Considered a success by some and not a success by others.
4. Oberlin. 1910. Includes only examinations and tests. Success, in a measure.
5. College of Wooster. 1910. May abolish.
6. Miami University. 1912. Includes examinations, "traditions," some cases of discipline. Now wholly successful.
7. Western College for Women. 1907. All rules and regulations. Penalty, loss of credit to suspension. A success.
- Illinois University. Exists in imperfect condition. Includes life in dormitories. Penalty, loss of credit in course. Measured in proportion to the education given the student body, it is a success.

- Missouri University. 1918. Examinations only. Dismissal from course or from University. More successful for upper classmen than for Freshmen and Sophomores.

California.

- College of the Pacific. 1921. Practically all phases. Failure in course least penalty. Not an entire success but conditions are better than before.

President WILSON: I am sure Miss Moore will be very glad to answer any questions that members of the Association may care to ask her. Are there any questions?

Miss McDOWELL (Kansas State Agricultural College): I am wondering how the Honor System works in those institutions that claim it is a success. As only 123 institutions have adopted it, those who have not adopted it, I believe, have not done so because they do not believe in it, but because they thought it was not practical; and I am wondering if it is not practical for one or two reasons. Does the good student feel that he can afford to load himself up with the responsibility of a delinquent student? If he has all he can do to keep up his own studies, why should he want to take on the responsibility of a student who is not doing the correct thing? Or, is it because of this peculiar code of honor that the students seem to have? I am wondering if there is any way we can instill into our student bodies a real desire for the Honor System?

Miss MOORE: I think really it is an intangible thing. It depends on public opinion. As I said, I think it seems to be at its best only where it has grown up with the institution, where it began with it, and my study shows that comparatively few institutions consider it a real success. It is too intangible to be measured, I think.

Mr. MATHEWS (University of Texas): The question was, how can you tell? I think that is pretty easy, because in an institution that has the Honor System in operation there are always, in every class, enough students interested in the Honor System to make the result of the operation quite clear. This is demonstrated when a conference is held, as they are held from time to time, to take tests or to make observations as to how the System is working and what progress is being made. In the University of Texas we have had the Honor System for more than twenty-five years, but it has not always been equally effective.

Out in the great world we sometimes have a magnificent enforcement of the law with prosperity on every hand. Such a condition is due to the people and the consciences of the officers who are charged with the responsibility of administering civic affairs. So it is in the student world, in college life, at times we have excellent student officials in whose hands the responsibility for just administration of the Honor System largely rest. Sometimes, of course, we have inferior students who are not particularly interested in the Honor System and who make a mess of its administration. I think the Honor System is somewhat like the prohibition enforcement; that is to say, the type of Honor System an institution has depends entirely on the extent of the desire of the faculty and student body for it. Before accepting the Honor System every institution should give it a thorough trial; and after accepting it, constant and strict supervision. This is particularly necessary for state institutions where the turnover in faculty and students is so great. This frequent turnover makes it necessary to repeatedly bring the ideals and purposes of this system before the student body and urge each student to reconsecrate himself in the faith.

But the students are not alone to blame. Frequently new instructors who come from institutions that do not enjoy the benefits

of the Honor System fail to cooperate in the proper enforcement of it and at times attempt to take matters into their own hands. In such situations only one result is possible, and that is lax enforcement. If the system is to be kept up at its best the students and faculties must see that the purposes and objectives of the Honor System are kept steadily before them. At Texas we find it necessary to let members of the faculty know that it is not their prerogative to act as they see fit but rather in accordance with the standards of our institution; and they must conduct their examinations and their other work in accordance with the provisions of that system. While it has not always operated well, and probably not perfectly at all, yet on the whole, we think it is worth the effort.

Miss WOLCOTT (Oberlin): The Honor System as instituted in Oberlin College is very well thought of by the students, in fact they made their own constitution and engineered the whole movement. We feel, as Mr. Mathews does, that on the whole we are much better off by having the Honor System than if we didn't have it. It does not always work perfectly as it is a difficult matter to enforce. It has only been a success through the active cooperation of the students. After a great deal of discussion by the student council, they decided this year to leave out the clause providing for the reporting of another student. It is too early in the year to give an opinion as to the results of this action. I think the only possible way to make the Honor System a success is to have a strong college sentiment in support of it.

Miss GREENE (Mt. Holyoke College): We have had the student government for perhaps thirty-five or forty years. We remodeled the constitution several years ago and have now what is called the "college community self government" to which all faculty members and students subscribe. It is founded on the legislative and executive departments of the United States Government. We find that it has worked very well and believe that it works perhaps as well as any other system. Of course, it has its ups and downs, but we depend very largely upon the chief members of the committees in charge to keep things moving. Continuity in this system is maintained by having members of the faculty on the committee, so that as the new students come in they are shown the proper method of administration. The faculty have their say as well as the students, and the various questions are threshed out between them.

Mr. COMPTON: I would like to ask Miss Greene one question: Do the students seem to experience any embarrassment or have any objection to the faculty members sitting with them on the committees?

Miss GREENE: I think not. I think the faculty members are considerate of the feelings of the students concerning matters under discussion, and I do not think there is any embarrassment or objection.

President WILSON: Is there any further discussion?

Mr. HARRELL (Millsaps College): In our institution the Honor System has been in existence for quite a while. Millsaps College is a Methodist institution and its student body is composed of a number of young men who are preparing for the ministry. We have

observed there that the students usually will not report their fellow students—and these young ministers, who are preparing for the highest calling in life, themselves demur to performing such police duty. They do not want to report, and I think the only cases we have had in the last two or three years that have come up for discipline have originated from the faculty, discovered probably in the examination papers. We do not police the examination as the system applies to them. The instructors are not required to remain in the examination rooms; but if they care to they may do so. I am a teacher and I remain in order to answer the questions that arise and not to watch the students. I believe in the Honor System.

President WILSON: According to the program our evening meeting is to be held in this room at seven-thirty. We thought it might be advisable to have that meeting down in the city so that the members would not have to come all the way up to the University after dinner. Upon investigation, however, we find it impossible to secure a suitable meeting place. Mr. Gillis suggests, therefore, that we omit the evening meeting. During the remainder of the afternoon we are holding group meetings for the discussion of problems. Mr. Gillis is of the opinion that most of the questions the members might wish to ask tonight will be discussed this afternoon, so that an additional meeting will not be necessary. I would like Mr. Gillis to make a remark on this point, that is, if he cares to.

Mr. BURGER: If the Convention so desires, the meeting can be held down town. I have made arrangements with the City Superintendent of Schools so that the Auditorium, just three blocks from the Boulderado and on the same street, can be had, if the Convention so desires.

Mr. GILLIS: Mr. Chairman, it is my opinion that we should dispense with the Evening Session. We had a full day's work yesterday, and a full day and a half today, I think, would be too much. It is very important for us to keep up our interest in the Association and to be enthusiastic about our work at all times. A session tonight would be detrimental to the interests of the Association. We must enjoy our meetings and too many sessions militate against enjoyment.

I think Dr. Elliott will enjoy a story concerning California enthusiasm. A member of our faculty, who graduated from Stanford, attended a session in which a number of references were made to the place of bugs and insects in Greek literature. At the conclusion of the reading of the paper, he arose and said, "I have just visited Greece and went to the hotel and went to bed and just thoroughly enjoyed it. I was in classic atmosphere." It is very important that in our work we should keep that spirit of interest in our duties, and accordingly, I think it is to the interest of the Association that we play this evening.

Mr. MATHEWS: Have you declared the meeting "pulled off," or are you waiting for action by the convention.

President WILSON: The chair is open to suggestions Mr. Mathews.

Mr. MATHEWS: Perhaps a motion would accomplish our end, and I, therefore, move that the night session be dispensed with.

President WILSON: The evening meeting is declared off. Mr. Quick, our Secretary, is going to ask members for a show of hands on some matters.

Secretary QUICK: As you can tell by your program, the remainder of the afternoon will be devoted to group meetings for informal discussions of matters that are of interest to all registrars. And I, even though I am quite far away from home, find that I shall have to serve as Chairman of the Committee on Resolutions. As you will notice there are four groups: Group A, institutions with an enrollment of three thousand and over, in charge of Mr. G. P. Tuttle; group B, institutions with an enrollment of two to three thousand in charge of Dr. A. O. Neal; group C, institutions with an enrollment of one to two thousand, in charge of Mr. Kerr, group D, institutions of enrollment of fewer than one thousand, in charge of Mrs. Josephine Morrow, Colorado College. In order for me to know how to schedule these four

groups, I am going to ask for a show of hands of those representing institutions in Group A who will attend the meeting; that is, Institutions of Enrollment of three thousand and over. Let me see a show of hands.

Mr. GILLIS: You have reference to regular attendance?

Secretary QUICK: I presume we will call this "Resident Enrollment"—three thousand and over. (Show of Hands, twenty-five)

Secretary QUICK: (continuing) two to three thousand. (Show of hands, four). And one thousand to two thousand. (Show of hands, sixteen).

Group D will occupy this room. Group A, Room 209, Old Main; Group B, Room 208, Old Main; Group C, Room 309, Old Main.

President WILSON: Before we go to the sectional meetings, I wish to bring up the matter relating to Mr. West's recommendations of yesterday. You remember at the conclusion of Mr. West's paper, he made a number of recommendations which were, as I understand it, then referred to the Committee on Resolutions, for report later. The Committee on Resolutions and the Committee on Educational Research held a conference, and it is the desire, as I understand it, of both committees that the Committee on Research report these recommendations. Is that the point.

Mr. DEMPSTER: Yes. It was suggested that Mr. West's recommendations be referred to the Committee on Educational Research rather than to the committee on Resolutions. If the former committee is to report on these recommendations, we are very anxious to have a conference before the convention adjourns; otherwise, all the work will have to be done by correspondence, which is very unsatisfactory.

President WILSON: What is your motion?

Mr. DEMPSTER: I move that Mr. West's recommendations be referred to the Committee on Educational Research. (The motion was regularly seconded.)

President WILSON: Is there any discussion? Those in favor of the motion indicate by saying "aye"; opposed "no." The motion is carried.

Mr. WEST (University of Minnesota): Mr. President, the Committee on Educational Research met this noon following dinner, and went over these questionnaires handed out to you just before dinner. In announcing the results at this time, I would like to request that the groups interested in these various projects, if possible, report before the adjournment of the Convention. We have arbitrarily assigned someone in each group to act as leader, and to organize the group for the preliminary discussion. We will leave it to the group itself to arrange for their permanent organization, and to notify the Chairman of our Committee, Mr. Dempster, of your final action in that matter. We feel, as I said this morning, that it will be very advisable for you to talk over the whole proposition before you get away. Possibly the change of plans for this evening will give you an opportunity to talk for a few minutes, and then you will have plenty of time to discuss any ideas that you may have with reference to the general Committee plan, in case you have any.

We selected four of the six questions that were proposed this morning. Questions four and six had so few persons signing up for them that we thought it advisable to concentrate on the other four and leave those two questions until after the work was under way, rather than to undertake to attempt too much at the start.

In project number one, "The Validity of the Normal Distribution Curve as Applied to College Grades," I am asking Mr. Steimle to take charge of the preliminary organization of the group, and Mr. Kerr, a member of the Committee, to meet with this group. Mr. Steimle, as soon as he is prepared to do so, will make an announcement before the group as to where they will meet. In the second project, "The Predictive Value of High School Grades and Intelligence Tests," I am asking Dr. Elliott to take charge of the

preliminary organization, and Dr. Neal, a member of the Committee, to furnish you with any information you may want about the work of the Committee. In the third project, "Freshman Mortality," I am asking Mr. Sage to take charge of the group, and I will meet with them. In project number five, "The Dropped Student," I am asking Miss Probst to take charge of the preliminary organization, and Mr. Dempster to meet with them. I will ask those who are assigned to take charge of the preliminary organizations, to make their plans and announce them as soon as they can. May I remind you again that Mr. Dempster should be informed of the general results of your preliminary discussions. The questionnaires which were returned showing first, second and third choices will be grouped and duplicated. Copies will be sent to the permanent Chairman of each group so that they may know the names of members interested in their projects as second and third choices.

Mr. DEMPSTER: May I supplement Mr. West's remarks with the statement that the Committee feels that the groups should get together today, if possible, and organize. If any results are going to be accomplished during the next year the groups must get started. We hope that you will get together sometime this afternoon and arrange for a preliminary meeting. Such action on your part will expedite matters considerably.

MEETING, GROUP D

INSTITUTIONS OF ENROLLMENT OF FEWER THAN ONE THOUSAND

MRS. JOSEPHINE MORROW, Chairman
Colorado College

Chairman MORROW: I have asked a number of the members of our Group to talk to us on certain subjects, I will call first upon Mr. E. D. Grant, of Earlham College, Earlham, Indiana.

Mr. GRANT: Madame Chairman, and Fellow Registrars: I have always had a suspicion of questionnaires, a suspicion that there might be something behind them, and I am thoroughly convinced of it now, as Mrs. Morrow sent me a questionnaire requesting me to indicate some subjects I would like to have discussed at this meeting. I promptly wrote her and suggested "Freshmen Week," as we are thinking of putting it on this coming fall. She immediately wrote back, "If you are going to put it on, tell us what you are going to do." I shall be wiser next time and not volunteer any such information.

As you probably know, a great many institutions, especially those in Class A, Class B and Class C have put on Freshmen Week. The University of Rochester has put it on; I think they have over one thousand students, but of that I am not certain. The practice was started by the University of Maine in 1923, and I believe last year there were forty-four institutions that had followed suit. We wrote to a number of these institutions that had put it on and in each case we received very enthusiastic replies.

To begin with, I will read a tentative program that we are hoping to put on this year. We plan for the students, the Freshmen, to arrive at the College during the day of registration on September ninth. Registration of the general

students, by the way, will be on the following Monday and Tuesday. After registration the Freshmen will all have dinner together in our dormitory. Now, by the "Freshmen Students," we do not mean the dormitory students only, but the day students as well. I may say in passing, that one of the objects of Freshmen Week is to try to knit together our two elements. There is a sort of line of cleavage between the dormitory students and the day students, but I presume a number of you have the same problem to contend with. The day students feel rather out of things that concern the dormitory students and we want to get these two groups together from the very beginning; so on Wednesday night, all Freshmen, including the day Freshmen, the faculty members and students and the student body representatives will have dinner together. There will be a program following the dinner which will include singing. There will be an informal address by the President of the College followed by introductions of the groups to each other. At this time there will probably be tentative divisions into groups of from fifteen to twenty under faculty leaders. We want to assign these groups in advance so far as possible from the information we have in the Registrar's office.

On Thursday morning at eight o'clock there will be a short chapel service including announcements. At eight-thirty there will be separate tours of the campus by the various groups in charge of their faculty leaders. At ten-thirty there will be a lecture on "Adjustments to be made in passing from High School to College," a subject that deals with one of the factors largely responsible for the mortality of freshmen. We are trying to make the way easier for this adjustment at the very beginning. At eleven-fifteen there will be a Vocational Test. I have forgotten the name of the test, but it is a standard test put out by one of the educational publications. At twelve o'clock lunch will be served to all Freshmen. I might say that this program for serving free meals to all the day students is subject to ratification by the Board of Trustees. We do not anticipate any

trouble in that respect. At two o'clock there will be a lecture entitled, "Vocational Bearing of the Letters and Science Course." You probably all have met the objection of freshmen that they do not want to take the course in Letters as they are planning to go into some vocation. We want to show them the importance of the Science and Letters Course for all vocations. At four o'clock there will be games and recreations in charge of the Department of Physical Education. At six o'clock there will be a dinner for all the Freshmen and the Advisors, followed by singing. I might say that no one but Freshmen will be allowed on the campus that week. We anticipate that some of the sophomores will want to be around, but it will be made very emphatic that no one except Freshmen are to come in advance of the following Wednesday. At seven-thirty there will be a short talk by the College Pastor and at eight o'clock the students will be left to their own devices. The Dean of Women has suggested that we allow the students some time to unpack their trunks, and arrange their rooms. Accordingly, the second evening, Thursday evening will be left to them for that purpose.

On Friday morning at eight o'clock there will be chapel, followed at eight-thirty by the psychological test. At nine o'clock there will be a talk by the librarian on the use of the library. In connection with this talk on the use of the library, the librarian will divide the students into groups, and assign them certain reference problems to work out. They are given until noon to turn in their reports. At two-thirty the Purdue English test will be given. We classify all students taking Freshmen composition on the basis of the ability shown in this test. They are divided into three classes, the upper, the lower and the middle. At three o'clock there will be another talk by the librarian on the use of the library, and at that time he will hand back the corrected papers, previously presented. Of course, that means considerable work by the librarian, but he believes that it is possible to do it. At four o'clock that afternoon there will be sports,

at six o'clock dinner, followed by a social evening from seven to eight. At eight o'clock the men and women including the day students will separate for parties in their respective dormitories.

Saturday morning at eight-thirty will be reserved for the registration of Freshmen. The advantage of having the registration early in the day is that it gives the Registrar's office a chance to get the class cards sorted out. We feel that having the registration after these introductory talks more than out-weighs any other consideration; so, at the risk of making more work for the Registrar's office Saturday afternoon and evening, we are putting the registration at eight-thirty Saturday. For the purpose of registration the groups that have been previously assigned will meet with their Advisors and make out all their cards at that time. The cards will then be taken to the Registrar's office and the bills made out and presented to the students. At two-thirty Saturday afternoon there will be the Freshmen class meeting and class election. Heretofore, the Freshmen class meeting has been held sometime during the first week, with considerable interference on the part of the Sophomores. We propose to have the Freshmen class election take place without this disturbing feature. At four-thirty Saturday afternoon there will be held a "camp supper," the Indiana term for a picnic. Some of these affairs have been, so far as the Faculty is concerned, limited to the Faculty Advisors, but we propose to have the entire Faculty there, their wives and husbands as the case may be, and the student body representatives.

On Monday and Tuesday, the general registration days for upper classmen, the Freshmen will be assigned in groups for Physical Education, for some introductory lectures, and for probably their first recitation in English Composition. I will mention some of the lecture subjects that we have in mind: "A Proper Balance of College Activities," "How to Study and How to Make Out a Daily Schedule," "How to Use the Library," "The place of Religion in College Life," and "Ethical standards of College Life." On one of the

social evenings there will be talks by representatives of the various student activities, the Y. M. C. A., the Y. W. C. A., and similar organizations. There will be a Question Box placed in the Library in which students may deposit questions which are puzzling them. We think in that way that there will be more freedom of expression than if they had to ask questions aloud in class in front of their fellow students. As Earlham College is a denominational school, we make more of religious exercises than a state university does. On Sunday morning previous to the regular Sunday morning service Sunday School classes will be organized. At this time it is planned to give a talk on the subject of "Place of Religion in College Life," which I mentioned a few minutes ago. In the afternoon there will be some social features arranged, probably a number of the students at the homes of the Faculty members; that is, it is quite likely it will take this form, that the Faculty members who are the leaders of the various groups, will arrange for a tea, or a social hour, to be held at their homes for members of their group. This covers our program.

As I said at the beginning, it is tentative and will be subject to a number of changes. We have made use of the letters that we have had from other institutions regarding their work. We have received programs of what they did last year which speak enthusiastically of the work accomplished. In some cases the time devoted to Freshmen Week was one day, and in some cases it was a full week; but we decided to compromise and start on Wednesday night, two days previous to the general registration. We are told by those who have tried it that an extended program is impracticable. The idea is to give the Freshmen enough to do so that they will not get homesick. If the schedule is to spread out so that the student is not kept busy, it may defeat what we are trying to accomplish.

Chairman MORROW: We are indebted to Mr. Grant for his talk. Is there any discussion?

DISCUSSION

A MEMBER: Do you think it would be advisable to introduce the freshmen to the upper classmen during "Freshman Week"?

Mr. GRANT: We have representatives of the various student activities there, ten or a dozen of them.

Mr. HARRELL: What provision is made for the selection of elective courses by freshmen?

Mr. GRANT: Do you mean how much of the work is elective? The required work is English Composition, religious activity and a foreign language; the rest is left open to them. We require two majors and three minors; but it is not advisable for the student to spread out too much at first.

Mr. HARRELL: In our institution we have very few electives. When Mathematics is required I find it is customary to give a preliminary mathematics examination, so as to section the students according to their ability. The same procedure applies to English.

A Member: How many semester hours?

Mr. GRANT: Students are expected to take twelve to sixteen hours, not less than twelve and not more than sixteen. We do not encourage our students to carry sixteen hours during the first year; the usual number of hours taken is fourteen. A major is from eighteen to twenty-four hours during the College course, and the minor is from twelve to eighteen hours.

Chairman MORROW: The next subject—Intelligence Tests—will be presented by Miss Caroline Greene, Mount Holyoke College, South Hadley, Massachusetts.

Miss GREENE: We have given Intelligence tests to our students since September, 1919, the year we began to accept students entirely by examination, and altogether we have worked out some interesting results. We were unfortunate in not being able to begin with the Thorndike Test, but it is rather expensive and we did not have money enough to buy the papers necessary for the proper tabulation of results. I will give you the correlations obtained: for the classes of 1923 and 1924 we tried the Smith College Test No. 3, a thirty-minute test, and found correlations of .36 on 138 cases and .18 on 197 cases, respectively; for the Class of 1925 we tried the Thorndike Test, requiring thirty minutes, and obtained a correlation of .31 on 207 cases; for the Class of 1926 the Otis Self Administering Test was given with a resulting correlation of .27 on 210 cases; and for the Class

of 1927 we tried the Smith College Test, which was prepared by one of the psychologists at Smith College, requiring three hours of time, and found a higher correlation (.43) than before. We thought, probably, that the three-hour test was a test better suited to our students than those we had tried before.

In addition to the investigations in the predictability of the intelligence tests we are planning to study the grades received in subjects pursued in the Freshman, Sophomore, Junior and Senior years and to find the correlation coefficients. We have already completed several of these studies and filed our records for future use and publication. We have also correlated the grades received in our entrance examinations with the Intelligence Test records. We are slightly handicapped in this attempt in that our Freshman class is composed of only three hundred students. Of course, in our correlations we have to work with small groups which in some cases are so small as to make the results unreliable. The mimeographed memoranda which you have show the results of our efforts. In this talk I shall not go into details as the data are self-explanatory. As you will see we have tried to analyze the data so as to determine the reliability of the intelligence tests in predicting college success. Particular attention was, therefore, paid to those cases in which students received high ranking in the Intelligence Test and fell below in scholarship. The grades of the various Freshman classes are compared with a standard normal curve. You will note the curves of the different departments. I think our Latin Department came as near making the curve as any. Our Chemistry Department is somewhat skewed and is too far from the lower grades. It is as interesting to see their work in this form and to compare it with other departments as it is to find how far astray our Intelligence scores sometimes run, and how close they sometimes run. Of course, you can never get a true correlation, or a perfect correlation. There are various factors which might affect the score when the Intelligence Test is given. At first, we used to give the Intelligence Test immediately, that is, within

two or three days after the opening day, but for the last two years we have delayed for several days, thinking that after the student has become somewhat adjusted to College life she would be in better condition to take the test. We are considering having Question Week next fall, in which case we shall probably give the Intelligence Test at that time. How well it will work, I don't know.

You are familiar with the studies that the larger institutions have been making. At Leland Stanford Jr. University an educational bureau is maintained for the study of such educational phenomena, and naturally the results obtained are of such importance as to overshadow the efforts of colleges that are unable to undertake investigational activity with such thoroughness. Nevertheless the attempts of small colleges should not be minimized as we have, I firmly believe, data in our possession that will enable us to make worthwhile contributions.

Mount Holyoke College does not maintain a bureau of educational research, but that does not necessarily imply that we are not interested in such activity. The Registrar, in particular, is very interested and is doing what she can to stimulate and conduct investigations. The data with which we deal are collected as part of the office routine and should, therefore, be of interest. These data are the facts from which our principles of action in regard to the administration of college education should be induced. Such activity on the part of the registrar should not be discouraged in the least; as a matter of fact it is the kind of work that should be included in our routine tasks. It is in many respects the professional aspect of our work.

Mr. BEHAM (Ottawa University): What test do you use, or will you use at that time?

Miss GREENE: That has not yet been decided. In a small institution the matter of money has to be considered.

Chairman MORROW: The next paper is by Miss Lorena M. Church, of Rockford College, Rockford, Illinois, on "Methods of Securing Accurate Estimates of Personality

and Scholarship of Incoming Students from High School Officials."

Miss CHURCH (Rockford College): It is difficult to take our minds from these very interesting diagrams given by Miss Greene, and put our minds on other subjects; however, I am very much aware of my own subject, as it is a problem in our own College. I do not feel that in any way I have solved the problem, but it is because I am aware of it that I am willing to suggest it to you today. I am assuming that this discussion will be interesting only to those of you who do accept students by certificate. If you are using the examination plan, my ideas will not be applicable to your cases. However, I believe that many of the small colleges, and especially those in the Middle West and the West, are accepting by certificates, as we are. At Rockford College we can only accept a small number of students in the Freshman Class of each year. It is desirable, therefore, from the point of view of educational efficiency, that we choose those students who will be most desirable as members of the college community. Health, scholarship and personality should be considered as prime requisites. Now, how are we, from the many applications that come to us, to select those that are the best suited? It happens that the College, my College, gives me the power of making that choice; however, I have a committee associated with me in the work. I have thought of this problem in terms of co-operation with the High School principals. How are we to put our case, the case of the College, in such a way that the High School principals, the deans of girls, or boys, as the case may be, will give us the information that we want?

I will assume that we all know how to draw the kind of plan that will be useful to us, and that in the first place, we know what we want on that plan. In other words, the blanks on which we will gather the information will follow the lines of desirability in so far as material is concerned. The problem seems to me to consist of two parts: first, the requirements in scholarship; and second, the requirements in personality and character. The first topic, the requirement from the

standpoint of scholarship, naturally raises the question: on what authority do we accept scholarship ratings from High Schools? We, in the Middle West, accept without examination graduates of schools that are members of the North Central Association of Secondary Schools and Colleges, and also similar associations in other parts of the country. I presume that is the basis upon which most of you accept them. Occasionally we also accept students from colleges which are approved by the universities and departments of Education in the various states, even though those high schools may not be members of the Association. In other words, a comparatively small high school in Iowa might not be a member of the North Central Association but it might be approved by the University of Iowa and by a State Department in Iowa. We would then enter that student on her certificate, making a note of the fact that the school is in that list rather than in a list of schools belonging to the Association. In the discussion which will follow later in the day I would like information in regard to that point. If you accept in this way, do you find that schools which are not members of the Association but which are accredited by State Universities and State Departments of Education graduate as well prepared students as those high schools which are members of the Association? Is my question clear? I do not feel that I have adequately answered it to my own satisfaction, and I feel that many of you may have more information on the subject than I have.

In regard to the certification of these students from the point of view of scholarship, it is necessary for us to define what we mean by students being adequately prepared. On the whole most of us agree that a student who can barely meet her High School requirements, is not necessarily desirable material. Shall we say that we will not accept students who barely meet the High School requirements, or shall we say that the students must have averages at least five per cent higher than the passing grade? Or shall we say that the students must have five per cent higher averages in

the accepted courses than that which the High Schools require for passing? Some institutions have adopted the latter plan. On the other hand, the difficulty is that so few High Schools can give us such information. If we say, "What is your passing grade? Has the student partly made it, or has he a certain percentage over the High School requirements?" They have great difficulty in answering us. Of course, we can compute it ourselves, and I suggest, therefore, that we get the actual certificating grade of the High School and make a hasty, rough computation of the students' grades in order to see if the average is below it. Beloit College, which I think has a very good system worked out, requires a definite increase in grade over the passing mark. For instance, if the passing grade of the High School is 80, the College requires 85; if it is 75, the College requires 80; if it is 60, the College requires 70. You will notice that there is an increase as the grade gets lower. This scheme is reported to be working very favorably at Beloit.

Another method is one which I imagine many of you use; that is, asking whether the student is in the highest, middle, or the lowest third of the graduating class. I have been hoping during the past years for the development of a reliable method of estimating fitness for college. I find, however, that many times students who seem wholly desirable from many other points of view are entirely capable of making the middle third of their classes. I would like to raise the following question for discussion: do students who are not especially superior in scholarship make good College students, wholly suitable to carry out the College work? Recently I received a letter from a High School principal in regard to my question. I asked if the applicant was in the upper third of the graduating class and he wrote back, saying "What are we coming to, if every student must be in the upper third of his class?" There are many other qualities which we want beside that. If High School principals feel that way about it, of course, they are not wholly appreciative

of our program. Our College cannot afford to take poor material; it is simply a dead loss to us if we do. On the whole, I have found that choosing only those in the highest third, or from the middle third when there are compensating factors is the best plan.

The question arises in another case, whether it may not be easier to ask the High School to set its own standards of recommendation. For instance, what is your credit requirements to College? The local High School in our city very much prefers to put it that way instead of answering my question about the third. They prefer to say, "We will graduate a student if she can make 78, but we will not recommend her for College work unless she can make 82." Whenever you meet that situation in a High School you will find that it is safe to extend the certificating privilege.

Not only is there the scholarship problem, but also the problem of personality and character. Recently I went over, with a group of members of the Faculty, the qualities that students should have in order to be admitted to college and which we ought to include in our questionnaire blank. We ruled out leadership and self-reliance — two rather fundamental qualities. Upon what basis did we rule out those fundamental qualities? We decided that the College must develop leadership and self-reliance. From the point of view of leadership, if we are making leaders, must we assume that we have leaders at the beginning? If the student has the right stuff in her, and I am speaking of the group I work with, will it matter whether she is a leader or follower in the end? If the student is well educated, if she has the right grip on things and the right point of view, doesn't it follow that she will be a valuable member of society, either as a leader or as a follower? At any rate, that is the assumption we are working on just now. Notice also, we have ruled out self-reliance as a necessary characteristic for entering students. Our basis for that judgment is that the student has been very dependent upon her family and her

High School teachers for her acquaintances and we find that too often she has been sent away from home to develop self-reliance. Should we, therefore, refuse those students who need just what we can give? The College certainly must stimulate the development of self-reliance, and we feel therefore, that it is unfair to require at the beginning those very qualities that it is our function to develop in the course of our work. Ruling out those then, we have reduced our requirements to a very simple rule of three. By the way, I should say that this is not by Faculty action but merely by a committee working quietly on a new questionnaire to be used this spring.

Applicants for admission to Rockford College will be required to possess three qualities: intellectual interest, industry, honesty and truthfulness. In asking for information concerning the applicant's intellectual interest, we are endeavoring to ascertain if the applicant desires to enter College for social purposes, or for vocational preparation only, or because she has some scholarly interest? The three objectives are by no means identical and the degree to which a student possesses any one of them will determine in a large measure her fitness for college. We are primarily interested in those who come to college because of scholarly interests. I do not mean to hold that social activity and vocational preparation should be minimized but rather subordinated to scholarly purposes.

Following closely upon intellectual promise is the habit of industry—industry in personal affairs as well as in academic work. A student who is willing to put effort into her work can overcome so many of the difficulties incidental to poor preparation. Those of us who accept by certificate realize that many times poor preparation, especially in English, handicaps the student at the beginning; but if the particular student is industrious she may be able to overcome her handicap.

The third quality of honesty and truthfulness is essential for a successful honor system. We find it extremely difficult

to handle a case in which the High School principal does not rate the student highly in this rubric. I have a case to handle as soon as I go home. A High School principal has written "Confidential" on a statement. He says, "She is not wholly trustworthy and honorable. Confidential." What shall I do with that? Shall I accept her, assuming that the High School principal has perhaps not been quite fair, and attempt to develop in her an appreciation of the value of honesty; or shall I write to her, saying, "We cannot accept you, your credentials are not wholly satisfactory"? Then I would not be quite fair because I would not be telling her why she was not acceptable. If I say, "Your principal says you are not wholly satisfactory, you are not quite fit," then I violate his confidence. You realize the difficulties involved. A few years ago such a case arose. A High School principal said, "There have been instances in which her conduct has not been wholly satisfactory, but she is improving and her scholarship is excellent. I wish you would accept her." We wrote the student that we would accept her on probation, telling her we thought she was not wholly satisfactory or acceptable, but that we wished her to come. She evidently communicated this to her High School principal and, while he had not marked his communication "confidential," he was exceedingly indignant because we had divulged this information. What is the object in getting such data if we are not to use them? It seems to me that we must handle such cases as wisely as we can and be guided entirely by the merits of the individual. I feel most of you will agree to that.

In addition to the above information we ask the High School principal in regard to the health of the student. Undoubtedly you all require a physician's certificate, but evidently the physician, like the minister, is wholly desirous of giving service to the family in the best way and consequently overrates the real situation. Many times we have found that the physician's certificates are not entirely reliable. We have found it, therefore, an advantage to ask the High School principal whether the student's record of attendance from the

point of view of health has been average, above average or below average. In this way we secure a check on the physician's impressions.

I hope I have made clear the problems of the Registrar with reference to the incoming students in our institutions. We must all see these problems in their educational setting; if we do so, we will realize that cooperation between the secondary schools and higher institutions is absolutely essential for progress. We are all interested in giving the best training possible to our young men and women. When the high school folks realize it, they will see the necessity of giving us the most truthful, the most helpful, perhaps the most discriminating estimate possible and we, of course, correspondingly, will do what we can to exercise our best judgment in the selection of entering students.

Chairman MORROW: The next report, "A Scheme of Reporting Absences Daily," will be presented by Mr. H. W. Holter, of Bucknell University.

Mr. HOLTER (Bucknell): Last year we installed the Findex system and have found it very useful in dealing with eleven hundred students. I am sorry that I do not have our cards with me so that you could see how it works. The situation which brought about the installation of this system is a peculiar one. Last fall we engaged a new football coach who informed the President of the University that he wanted to know every day how many students of the University were cutting classes. The President immediately passed the problem to the Registrar with his approval of the request. I told him, "I cannot give the information to you unless I install a new system." The President thereupon authorized the installation and remarked that he wanted absences reported every day to the Faculty. The system has functioned in a most satisfactory manner from the very beginning.

Our first plan is to put into the hands of the Faculty a pad of this sort (illustrating). Each member of the Faculty turns in every day a separate report for each of his classes. If he teaches three classes in one day, he is supposed to turn in

three slips. If he has no absences in his classes, slips go in also for those classes. A record is kept in the office of the daily attendance of the students by means of these slips and consequently it is necessary for the office to check the returns of each instructor in order to make certain that all the reports are in. If certain members of the Faculty do not turn in their absent slips during the day, cards are sent to them in the mail of the following day calling their attention to their tardiness. In this way we have been able to keep our records up to date.

The collecting of these slips takes about a half to three-quarters of an hour of the time of a student assistant, who goes from class room to class room collecting the slips which have been deposited in boxes by the instructors. There is one fault, however, in the working of the system, and that is occasionally a student will drop a lighted match into the box and thus temporarily destroy the records. When such an affair happens we simply request a duplicate report from the instructor. After the student assistant has collected the cards, he records the data on the attendance cards. The date of the cut is placed after the subject in which the cut occurred. If it happens within three days before or three days after a vacation, a triple record will be made as a penalty for such disobedience. A chapel cut counts as one-half a regular class cut. If a student gets anywhere near the seventeen cuts, which is the maximum allowed for a semester, a special report blank is made out and given to the Dean, who immediately sends a warning notice to the student. If he does not pay any attention to the notice and continues to cut classes, a second notice is sent by the Dean, calling his attention to offense committed and giving him ten days in which to make an explanation. If he has been ill, he must present a certificate from the doctor, otherwise a detailed written report must be handed in. If it is acceptable his record is marked clear; if it is not the student must suffer the penalty.

To show you how the method works I will tell you of a case which happened several weeks ago. The student in

question had over-cut and upon receiving the Dean's warning he submitted a doctor's certificate to the effect that he had been ill on certain days. He made out his card, a card like this (indicating card), showing the days on which he had cut certain classes. His excuse was acceptable to the Dean, who excused him. Upon checking his record, we found, however, that he had cut a class on one of the days covered by the doctor's certificate. At the present time I am unable to say what will be done with the case; I am giving you the details in order to show you how difficult it is for a student to "get away" with questionable excuses.

I find that this system has worked very well this year at Bucknell. A few of the members of the Faculty at first resented these daily slips; but after they found out what it was for and how it worked, every member of the Faculty was glad to put the slips in the box and thus protect his record. I remember one case in which I wrote to a member of the Faculty and asked when a certain student had left college. He replied that he had not kept a record and intimated that as the office kept such records he did not see why he should. Altho he had not furnished us with the information he still expected us to have it. With the new system, however, the whole situation has changed. Students and faculty members are cooperating in "putting over" a method of recording absences which redounds to the interests of all parties. The students know exactly how many cuts they have and further, they know that the Registrar's office has a correct record of it.

Chairman MORROW: The next paper is by Mr. J. A. Campbell, of Knox College, on the subject of "The Registrar's Office as a Source of Reports for Administrative and Executive Use."

MANAGERIAL AND EXECUTIVE REPORTS

The present paper is an outgrowth of the speaker's interest in the matter of the Registrar's annual report to the President. An inquiry made three years ago as to what was then being done by the Registrars of small colleges in

the way of presenting to the President an annual report or summary of such activities of the college as the Registrar had on record, revealed the fact that very few Registrars were getting out anything that could be called a systematic and comprehensive survey of college activities. This experience has led to a keener interest in the matter of reports coming from the Registrar's Office and their possible uses. It is the feeling of the speaker that many reports do not see the light of day until long after the time for their greatest usefulness has passed. Such reports have their value, of course, as historical facts for the information of trustees, alumni, and the general public, but it is not the intention of the speaker to discuss their usefulness here.

I

The Registrar's Relation to the College Organization

The speaker regards the college for purposes of this discussion, as a business institution with various divisions or departments such as, for example: Department of Finance; Department of Academic Operations; Department of Management and Administration. The Registrar is normally a part of the Department of Academic Operations and acts, so to speak, as the Departmental Accountant, and it is thru the Registrar's Office that all information about academic operations should pass on its way to anybody who is interested therein. The President, the Dean, the advisors, and possibly various committees have a direct interest in academic operations, and the Registrar should insist on having sufficient help and equipment to be able to satisfy this interest by furnishing them information which has direct and timely value to them in the solution of their problems of management and administration. There is little to be gained here by attempting to define exactly what is meant by a "Report for Managerial and Administrative Purposes" or to attempt an exact description of such a report. For our purposes it is probably sufficient to say that any report which helps a President or other officer to solve his problems or

helps him toward a better understanding of them, is a report having value for managerial and administrative purposes.

The report may be a very informal memorandum or a carefully tabulated and classified set of statistics having quite a formidable appearance. The important thing which I wish to emphasize here is that the information should be assembled and shaped up by the Registrar so that it can be presented to the President or the Dean *in time to be of some immediate practical use* to him.

Of course in a small college, and this paper is written from the standpoint of a small college organization and its problems, the President and the Dean are likely to be more or less familiar with almost all the facts which the Registrar may give. It should be the business of the Registrar to present whenever possible precise and complete information to supplement the general knowledge of the administration; or in some cases, it should be the business of the Registrar's Office to secure advance information and present it to the administration sooner than they otherwise would get it. Reports in such cases will often times be incomplete, but valuable nevertheless in showing what is going on and what is to be expected. For the college executive, like the business executive, must often times make decisions based upon incomplete information and the more help the Registrar can give in such situations, the more his services will be appreciated. Our very natural liking for a report which is complete and checked up to the last detail, should not blind us to the fact that partial reports and scraps of information, if made available at the proper time, are often of very great and real value.

It should go without saying that all of these verbal reports and informal memoranda and partial reports should later be completed, checked up and filed for reference. It is the practice of our own office to retain a carbon copy of every item which is given out for information. This scheme saves trouble and settles many an argument before the argument has a chance even to start. A complete and accessible file of such information makes a very valuable working tool.

The Registrar's Office, in the opinion of many college Presidents, is merely an Accounting Office which records the data turned in by the faculty. It is assumed to be passive and to stick to its own desks and quarters and take what comes to it. If, however, the Registrar's Office is to get information of current value to the executive for the solution of his problems, the Registrar and his assistants must give up their passive attitude and aggressively go after the information which they want.

II

The Registrar as Comptroller

In considering the Registrar's Office as a source of reports for executive and administrative use, we may logically go a step farther and regard the Registrar as an official having the same place in the college organization that the comptroller has in a large business organized on a functional basis. A comptroller in such a business is among other things the supervisor of all the reports and records which the business uses. He does not necessarily produce all of these reports in his own office nor is he technically proficient in the production of each and every report. But as supervisor, he exercises certain control over all reports; such as the question of standardization of form; the correlation of the contents of various reports, and is responsible for the appearance of reports at their scheduled times and for their delivery to the officials who should receive them.

It seems to me an ideal well worth striving for, to endeavor to put the Registrar's Office in touch with the sources of and the production of all reports which have to do with what we have called the Department of Academic Operations in the College. This would not mean that the Registrar should assemble the material for and issue all reports, but it should mean at least that all reports would pass through his hands and a copy would be filed in his office which would make it the center of information for all executives. It would mean that he would maintain a schedule, time table,

calendar or whatever you choose to call it, and notify the proper parties that the dates of their reports are approaching and see to it that the results are forthcoming. Of course the greater part of such a schedule would be a reminder to the Registrar himself of work to be done by and in his own office.

III

The Kinds of Information Desired by Executives

The question naturally arises: What kinds of information, which the Registrar can furnish, do the college executives find useful in solving their daily problems. There are two ways of attempting to answer this question: one is to sit down and with the aid of vivid imagination evolve an answer from your inner consciousness; the other plan is to ask the executive a few questions to find out what he is actually using and what he would use if he could get it. The latter scheme was tried in this case.

After patiently answering questionnaires for four years, it was with real pleasure the speaker set about framing a questionnaire for himself. This was done with a perfectly clear conscience since this questionnaire was directed not at a long-suffering fellow Registrar, but at the college presidents. The letter accompanying the questionnaire explained briefly that we are attempting to solve the problem of how to be of the greatest possible usefulness to the President and help him as far as the resources of our office and position permit in solution of the problems which are peculiar to his position. After explaining very briefly what is meant by an executive report, the following questions were put:

1. "What reports from your Registrar's Office do you find of value for administrative and executive use?" This is merely a question of fact to get at the types of information which the presidents are now using.

2. "If your Registrar's Office had unlimited resources to spend for equipment and working force, what reports other than those you already mentioned would you ask for?" This

question was designed to stimulate the imagination of the president a bit and to get him to set forth some of his ideals of service for a Registrar and, be it said to their credit, many of those who replied took full advantage of the opportunity. In response to both questions some eighty types of information desired were mentioned in replies. No attempt was made to tabulate the frequency with which certain types of reports were mentioned as the number of colleges reporting was too small to give any significance to such a tabulation of frequency. The sole aim of the questionnaire was to get at the kinds of information which are found useful and no attempt was made to evaluate the different sorts of information.

The tabulation in your hands lists the many kinds of information which college presidents use or would like to use in their work, and which they think the Registrar could furnish. The classification is the speaker's own and he holds no special brief for it. There are other schemes which may make the matter clearer than the one here used. No attempt has been made to give the precise content or the form which the report should have. That is a matter to be worked out in each individual case. We hold that all reports should be comparative, if possible; either a comparison with past performances, or with the performances of other institutions. After all, the reports deal with living, changing things and only by comparison can we note the direction and extent of the change.

The list presents the wide range of problems in which the Registrar must interest himself if he is to serve the administration most usefully.

IV

Method of Presentation

We must take account of the fact that many college executives do not have the disposition or the training which enables them to understand a statistical report and the significance of the figures contained therein. Such executives will almost without exception welcome the information or the conclusion to which the report leads if the matter is presented to them

in non-technical and non-mathematical terms. We have had the experience of seeing a perplexed committee man walk into our office and return to us a set of figures which we had furnished him and, as he handed it back, ask in a dazed and helpless sort of fashion, "What does it all mean?" A few sentences of non-technical explanation brought a smile of joy and relief to his face and called forth the exclamation, "Oh, that's exactly what I wanted to know!" It will depend upon the local situation whether such explanations should be appended to all reports or not. In extreme cases it might be wise to send simply a memorandum of the conclusion to which the figures lead and retain the tabulations in the office for reference and as backing of the memorandum, in case its contents are challenged.

The speaker once had the privilege of working in a large statistical organization and is still able to recall most vividly his initial surprise and wonder at the pains and expense devoted to making the reports attractive to the eye and arranging the material cleverly so that it could be understood easily and quickly by those who received the reports. The business of the statistical bureau was two-fold: first, to get the data, and second, to make it easily intelligible, using whatever form seemed suitable in a particular case, and the second part of the job was considered quite as vital as the first. In other words, a statistical study which was so unattractive in form that nobody would or could read it was regarded as a failure. The executives who received those reports were not supposed to be research students with unlimited time at their disposal to spend in eager quest of hidden truth, but busy men who wanted results brought to them in form which was attractive and which made the content more easily understood.

The Registrar should not hesitate to call in the draftsman and the trained statistician, if either or both are available, to help him get out his material in the most telling manner. Can you imagine an executive who would not appreciate such results and also have a higher opinion of the importance of the Registrar's Office for rendering this service?

V

Comment on Certain Typical Reports

The classified list of reports which is in your hands contains a large number of titles, many of which are already familiar and self-explanatory. It is my purpose to comment briefly upon a few typical reports showing what their possible significance may be and their possible uses to an executive.

Take for instance the report on self-supporting students. This ought to contain first, a list of the students who are making their way in whole or in part, and give the percentage of their annual expenditure which each student is earning. Second, it should contain the academic rating of each student and also the student's rating according to the intelligence test, if such is available. This report placed in the hands of the President would enable him to see which students are most successful and worthy of help, which ones are overburdened and should therefore be helped, and which cases are probably hopeless and therefore to be discouraged from continuing in college, or advised to take a year off to accumulate funds which will enable them to give their entire time to their college work. The same type of report should be gotten out for those holding scholarships and it would afford the same basis for judgment.

The matter of student mortality has received and is receiving a great deal of attention, especially the mortality of the freshman class. My own interest has lain particularly in the problem of general student mortality, that is, in the entire group, other than seniors, which was in college one year but failed to return during the following year. One fall some years ago the talk started on our campus that we were losing our best students through transfers to other institutions and that we were retaining only the mediocre and poorer students. As a result of this talk, the Registrar's Office undertook a survey of the situation and got a report on every student who had not returned to college. The scholarship indices of these students were looked up and the students were classified according to the causes of their withdrawal.

This analysis showed that the average index of the students who had not returned to college was much below the average for the college. Certain good students of the junior and senior classes had been lost by transfers to other institutions but the index of the entire group so transferred was actually below the average class index. The campus talk about losing our good students stopped short and has never been revived, but the report is gotten out each fall.

One President reported that he would like to have his Registrar prepare for him daily a list of matters that were due for consideration. In other words, he wants something like a daily report of what is going on in the Department of Academic Operations in order that he may keep up to date without depending solely on his own memoranda. Such a plan, if worked out thoroly, would lead to a carefully laid down schedule of work, and if systematically followed out, would prevent oversights which now sometimes occur. This suggestion is quite in line with the idea of considering the Registrar as a comptroller who is in touch with all the sources from which reports are forthcoming and in touch with all academic operations.

VI

Necessity for Timeliness

In an earlier paragraph stress was laid on the need for getting reports out promptly and according to schedule. The Registrar should not be a purveyor of information which is without timeliness or news value; nor should his reports be simply inscriptions on the tombstone of accomplished fact and consequently of little worth to the executive who has already had to deal with the fact and the problem involved before the report reaches him. Such reports have their place and value, but we want to stress here the other phase of the matter and repeat that the college executives are constantly in need of information which should be up to the minute, if possible, and this fact opens to the Registrar a field of service which in many cases will call for a change of policy from passiveness to aggressiveness in order to meet the situation.

The college presidents have taken the time to tell us what they want, and it is now our job to devise ways and means of rendering the service which they desire.

TYPES OF REPORTS USED OR DESIRED FOR USE BY
COLLEGE PRESIDENTS

A. PRE-COLLEGE DATA.

I. Personal.

1. Moral character and general record.

II. High School.

1. Quality of student's work.
2. Units offered; by groups and subjects.
3. Entrance deficiencies; by groups and subjects.
4. Entrance certificates accepted or rejected.

B. STUDENTS WHILE IN COLLEGE.

I. Scholarship Ratings.

1. Individual.
2. Groups.
 - a. Classes, alphabetical and numerical lists.
 - b. Men and women.
 - c. Fraternity and non-fraternity.
 - d. Dormitories and non-dormitories.
 - e. Classical and non-classical.
 - f. Athletes and non-athletes.
 - g. Self-supporting students.
 - h. Holders of Scholarships.
 - i. Special honor lists.
 - j. High schools.
 - k. Advanced standing students.
 - l. Students on probation.
- m. Students carrying extra-heavy or extra-light hour loads.
- n. Students with large allowances and students of restricted means.

II. Non-Scholastic Data.

1. Geographical distribution.
2. Religious preferences.
3. Student organizations; by groups and individuals.
4. Student directory.
5. Age.
6. Parents' occupation.
7. Relatives in college, now or previously.
8. Extra-curricular activities of individuals.
9. General enrollment statistics.
10. Enrollment by departments, courses, and sections.
11. Special report on crowded courses.
12. Enrollment by high schools.
13. Student credit hour burden.
14. Absences.
 - a. Student.
 - b. Faculty.
15. Enrollment by size of town and railroad connections.

III. Psychological Tests and Correlations.

1. Intelligence rating.
2. Emotional rating.
3. Correlation of I. Q. and academic record.
4. Correlation of high school and college grades.
5. Average student time for preparation.
6. Initiative shown by students.
7. Reading done by students.

IV. Student Mortality.

1. Freshman mortality.
2. General student mortality.
3. Class mortality through the college course.

V. Departmental Distribution.

1. Trend of enrollment by departmental groups.
2. Effects of requirements.
 - a. Prescribed courses.
 - b. General group requirements.
 - c. Major requirements.
 - d. General degree requirements.
 - e. Concentration and scattering in elective courses.
 - f. Lists of requirements to be met by seniors.
 - g. Analysis of individual curricula of graduates for purpose of evaluating "graduating requirements as a means of securing the purposes or ends of education for an individual."
3. Duplication in college of subjects that could be taken in high school.

C. DEPARTMENTAL AND FACULTY INDICES AND TEACHING LOADS.

- I. Relative indices of departments by courses and instructors.
- II. Departmental indices compared with other standard colleges.
- III. Instructors' variation in grading over a period of years.
- IV. Teaching load.
- V. Instructors' gain or loss in students.
- VI. Schedule of conferences and committee work.

D. VOCATIONAL CHOICES.

- I. Choice at entrance.
- II. Changes in choice from year to year.
- III. Correlation of student choice to subsequent career.
- IV. Relation of freshman and sophomore work to vocational success.
- V. Graduates' views of educational value of their courses.
- VI. Undergraduates' views of teaching given them.

E. MISCELLANEOUS REPORTS AND SUGGESTIONS.

- I. Room and laboratory schedule.
- II. Mailing list of prospects, alumni, friends, etc.
- III. Alumni personnel reports.
- IV. Costs.
 1. Departmental student costs.
 2. Per capita cost per student body.
- V. Daily agenda.
- VI. Irregularities and notable achievements.

- VII. Annual summary report of all activities.
- VIII. Best distribution of courses in schedule.
- IX. Faculty response to requests of Registrar.
- X. Registrar's personal conferences with students.
- XI. Duplicate records for administrative officers.
- XII. Interpretation and use of statistical data.
- XIII. Publicity in behalf of student government.

Chairman MORROW: The next subject is on "The Present Day Tendency in Students to the Overloading of Schedules," by Miss Jennie M. Tabb, of State Teachers College, Farmville, Virginia.

THE PRESENT DAY TENDENCY IN STUDENTS TO THE OVERLOADING OF SCHEDULES

In this day of rush and hurry and jazz the spirit of unrest is abroad in the land and, since a student body reflects as clearly as a mirror whatever is going on around it, this spirit is beginning to make itself felt in our institutions of higher learning. The words "calm" and "repose" will soon be obsolete and their meaning wholly unknown to our young people; the environment of the present day student is certainly not conducive to study—with the automobile, the moving picture, the radio and every modern invention to distract her from her work, it is hard for her to concentrate even under normal conditions.

And although this concentration is difficult in the rush and hurry of the day, the tendency on the part of the young student is to overload her schedule; everything is moving at such a rapid rate that it seems impossible for her to take the required time in which to complete her course as it should be completed. There is a constant desire to cram in an extra course or so and in this way gain, perhaps, a quarter—and to what purpose? If a course is mapped out by competent professors, men and women of long experience who have been dealing with students, studying them, cognizant of their limitations—if, I say, a course is mapped out by such instructors and is supposed to cover four years of work, the student should accept it as four years of work; but there is

a growing tendency on the part of students to make an effort to complete the course in just a little less time than the requirement. I feel that my long association with students has given me sufficient insight into the working of their minds to assure me that this anxiety on their part for extra work does not proceed (I am sorry to say) from a desire to gain just as much as possible during the time they are in college, but in my judgment it is simply a manifestation of the prevailing spirit of unrest, a desire to "speed" as it were, not content to do a thing in the time in which older and wiser heads think it should be done, but to "get there" just a little sooner than the other fellow.

I am justified in this opinion by my observation of our students with reference to their schedules. It is a rare treat to find a student who is asking for a certain course and justifies her request by the statement that she is anxious for that particular course and cannot take it without carrying an extra load; in the large majority of cases they are perfectly willing to graduate with the minimum requirement and if, on account of a change in the course or some such emergency, they have to take an extra subject they feel decidedly "put upon." Of course there are cases where the request for extra work is perfectly legitimate. In our college we have a committee which, with the Registrar, passes on such cases and in the granting of these requests the following points are considered: the maturity of the student, her scholastic standing and her health. It also frequently occurs that an emergency case arises, for instance: if a strong student has only one or two courses between her and graduation, she is allowed to carry the extra work.

The question I would like to have discussed in our group is: what is the best procedure with reference to allowing students to carry extra work and what constitutes emergency cases?

From the standpoint of the student's welfare, is it better to allow her to take a heavy schedule, crowd her work until she crowds out other important phases of her college life,

probably cause her to make a weaker record than she would with a lighter schedule, and let her finish her course in, say one quarter less than the required time; or is it kinder to her to hold her *down* to the requirement and *up* to the high standard that should be attained with only an average amount of work? Should the load of students be governed to any extent, and if so to what extent, by their showing on the intelligence test, or should a student who ranks low on this test be allowed to attempt the full course and thus be given an opportunity of proving whether or not the showing of the intelligence test was, in her case, fair?

In our teacher-training institutions we come in contact with conditions which probably do not prevail to such an extent in other colleges: i. e., with the student whose plea is that she *must* finish her course in as short a time as possible in order to get out and begin her work and be self-supporting. In these cases is it better to allow a student to skim through in a more or less perfunctory way, rushing from class to class, getting out of her college life little but the grind of study, putting the minimum of time on each subject in order to get to the next which is pressing her—in this way completing the work and obtaining the certificate which goes with the full course; or would it be wiser to hold her down to the amount of work which would give her sufficient time to “read, mark, learn, and inwardly digest” the various courses, to take such part in college activities as would better fit her for her work as a teacher and, (if it were impossible for her to remain for the required time) send her out with a lower grade of certificate but with a more thorough knowledge of the course so far as she has had it?

Again, from the standpoint of the college itself—which is the wiser procedure? By our fruits we are known; the more thorough the knowledge gained by our students and the broader the training we can give them, the more credit they reflect upon us. Therefore, do we not injure ourselves as well as the students when we allow them to follow a course which tends to weaken in any point the training we seek to give?

The standard we set for them is the standard by which we are judged; if our courses are sufficiently difficult for the average student to take a certain time in which to complete them, then should any students except those who fall in the "excellent" group be allowed to carry an extra load?

As stated in the beginning of this paper, the tendency for the overloading of schedules is growing rapidly and before it reaches a point where it is really a serious problem, while it is still in its incipiency as it were, I should like to know the remedy if one be needed, and if not, I should like to be assured by the judgment of those who are engaged in the work of institutions with an enrollment similar to our own, that this practice is not injurious to the student nor to the college.

Chairman MORROW: Miss Tabb's paper is the last one on the program for this group. In the discussion which will follow we shall consider the papers in the order that they were presented.

The first paper by Mr. Grant, of Earlham College, on the subject of "Freshman Week" is before you for discussion.

DISCUSSION

Miss GARRETT (Western Reserve University, College for Women): For the benefit of those who may be in the same state of mind that I was in, I want to explain what I did at Western Reserve last fall. For some time I had been thinking of the advisability of proposing a "Freshman Week" to our Faculty, but my knowledge of the temper of the Faculty mind checked my desire. Frankly, I was somewhat skeptical of the merits of Freshman Week and my skepticism only accentuated my fear of the skepticism that might be present in the Faculty. After a great deal of negotiating we finally decided on a "Freshman Reception" for the first two days of the week, the college to open on Wednesday. We kept the Freshmen going constantly from morning to evening according to a program very similar to the one suggested by Mr. Grant. It was a very strenuous affair and the girls were tired when they got through Tuesday night.

Everybody seemed to enjoy the occasion, even the Faculty members who acted as hostesses at the reception. The cooperative spirit of the Faculty was very evident and has resulted in the establishment of a system of counselors and advisors. Next year we are planning to have a real Freshman Week and we expect to achieve some very interesting results.

Miss CHURCH (Rockford College): This seems very interesting, this problem of Freshman Week, and I am wondering if anyone is

facing a situation similar to ours. We have a system of Big Sisters and Little Sisters. Every little girl is given an older girl as a Big Sister. The Big Sisters are there to help them, and I am wondering if there would be any possibility of combining the two systems that have been suggested.

Mr. GRANT (Earlham College): In our College we do not have the Big Sister proposition, but it amounts to the same thing. Each Freshman is assigned to a Senior or a Junior as her advisor. This is done after the first week or so, and they are not assigned in advance. We plan to enlist the services of all the Faculty for meeting the students as they come in the first evening. I may say in passing that the attendance of students is compulsory at every session of Freshman Week; it is not an optional matter.

Miss PROBST (Goucher College): We have the system of Junior and Senior Guides. Our system is not ideal. We combine the special attention to Freshmen with the regular routine work of the first two weeks, and, of course, we have the system of Junior and Senior Guides, and that corresponds to your Big Sister System. Our Freshmen come only one day in advance. We take care of the things that are done in Freshman Week by what we call a series of Freshmen talks which begin at four o'clock in the afternoon of the first day that classes are held. The following day the address is by some other officer of the Faculty, after which the President introduces every official or officer of the College, including the Librarian, the Vocational Guidance Director, and the Director of the Physical Department; in fact, every department of the College with which the Freshmen will have to deal. The various social activities are carried on in the late afternoons and evenings during the first two weeks of the regular College session, and then there is a general reception held under the auspices of the students' organization, at which all of the students are expected to be present.

Miss GREENE (Mount Holyoke College): I would like to ask Miss Probst if this plan does not make the Freshmen schedule very heavy during the first two weeks? The idea of introducing the Freshmen Week a few days before the opening of the College year is to reduce the great pressure on the Freshmen. We have found that they are so busy during the first two weeks of the College year with the talks which are given them by the different officers, that they could not settle down to their schedule; that is, they could not carry out their plan for study. We do not intend to introduce anything new into our Freshmen Week.

Miss PROBST (Goucher College): Miss Greene, if you notice, I prefaced my remarks by saying that "Our system is not ideal." We are going to try and work out some plan for relieving the situation. I do not believe we are going to set aside much advance time just yet. I think there are some difficulties in the way. However, I hope we will come to it later on. It does terribly upset the Freshman schedule. In fact, one of the Freshmen said last fall, "When are we expected to study?"

Mr. HARRELL (Mississippi): Our Faculty has been working with the same proposition. We have a college of about five hundred, and our plan for next year calls for the elimination of just the thing Miss Greene speaks of—namely, overloading the Freshmen. We plan

to include the Freshmen lectures in the required English course so that the early part of their work will be guided almost entirely by the English instructors.

Mr. ROSS (Alleghany): May I ask Mr. Grant if he has discovered any difficulty in the matter of fraternities? Our experience is that the upper classmen are so exceedingly interested in the Freshmen that it is almost impossible to keep them away.

Mr. GRANT: The upper classmen did resent it somewhat. They seemed somewhat jealous of the special attention given to the Freshmen. The Sophomores thought that the Faculty were coddling the Freshmen by not letting the Freshmen fight out their own battles.

Mr. ROSS: It is customary with us to have fraternities represented.

Chairman MORROW: I think our time is up for the discussion of this paper. Is there any discussion on the next paper, "Intelligence Tests?"

Miss GREENE (Mount Holyoke): In this table which gives the relation of the average record to the Intelligence Test, so to speak, the class is divided according to the scholarship averages. The Roman numerals at the left show the division in the Intelligence Test. The blocks across from left to right show the arrangement according to the scholarship grading; that is, the first one, 23 per cent. in the highest fifth of the class according to scholarship scored in the highest fifth according to their intelligence ratings. They were found where they ought to be. And the next block shows that those who scored highest in the Intelligence Test, the highest fifth, fell down to the second and so on.

Chairman MORROW: If there is no further discussion of this paper, we will pass on to the next one, by Miss Church, on "Methods of Securing Accurate Estimates of Personality and Scholarship of Incoming Students from High School Officials."

DISCUSSION

Mr. BEHAM (Ottawa): How far, Miss Church, can you trust the High School authorities to answer the questions regarding personality and character, where the individual is the principal of a very large school? Do you not have to come back to the teacher?

Miss CHURCH: I feel more sure of the large school in which the principal hardly ever answers. The information blank is given to the Dean of Girls, or someone who knows the student. In the small school where the principal knows everyone, he is afraid, perhaps, of a come-back from the family. That has been my experience. It is the small school I hesitate about.

MEMBER: How are you going to get the superintendent or principal to indicate on the blank whether the student is in the first, second or third group?

Miss CHURCH: I write him asking that question. Then when I write to the girl, saying that she is accepted or not accepted, I may say something like this: "Your units are acceptable, your grades are acceptable, but you are not admitted since your principal has failed to indicate your ranking." In this manner her assistance is requested.

Mr. GRANT (Earlham): I agree with Miss Church that the information furnished by the principal of a small high school is not as reliable as that furnished by the principal of a large high school. I recall one case in which a student sent a transcript to us on which the average of the grades was a scant C, and yet the principal marked her as being in the upper fourth of the class. It naturally looked a little strange, but upon investigation we found that there were only three in the class. We are now asking them to state the number in the graduating class.

Mr. VAN BUSKIRK (California Institute of Technology): The institution of which I am Registrar is a technical school and consequently we are more concerned with the preparation of students in mathematics, physics and chemistry than we are in other subjects. We require, therefore, each student to take a supplemental general examination in these subjects even though the student made the certificating grade of the high school in all of his entrance subjects. Students who fail to make the certificating grade are not admitted to the California Institute of Technology.

Chairman MORROW: The next paper to be discussed is Mr. J. A. Campbell's paper, on "The Registrar's Office as a Source of Reports for Administrative and Executive Use."

Mr. COMPTON (Wooster): I think I shall derive great profit from Mr. Campbell's paper; it is worthy of further study. One of the questions which we have not considered in great detail is the information which should be included in annual reports to the President. The writer of this paper has given considerable thought to his subject and I hope that his purposes will be duly considered.

Chairman MORROW: Miss Tabb, who gave the last paper, was compelled to leave. Do you care to discuss her paper?

Mr. ARMSBY (Missouri School of Mines): I would like to describe the scheme we use because it may be of interest to some of you. We have the Point System and we require a certain definite average grade for graduation. If a student makes that grade in the semester, we will allow him to carry the normal schedule for the following semester with no restrictions. If he falls below it, we allow him to carry his schedule "on trial"; if he fails in any subject he must reduce his schedule. If he makes a certain amount over the required average, we permit him to carry three hours in excess of the normal schedule; and if he makes a still higher average, we allow him to carry six hours over the normal schedule. In this way we are rewarding the good student and giving him a chance to carry a capacity schedule. We find sometimes that many of our

good students are not working to capacity. We give the man who has fallen down a chance to show us that he can make good; if he falls down the second time, we limit him. In other words, we are endeavoring to adjust the load to the capacity of the student.

Chairman MORROW: It is now five o'clock and about time to adjourn.

Mr. COMPTON: I move that we show our appreciation of the splendid program and especially of Mrs. Morrow's leadership by a show of hands.

Mr. HARRELL (Mississippi): I second the motion.

Mr. COMPTON: All in favor will make it manifest by a show of the hands.

(Show of hands)

The motion is carried.

Thereupon, an adjournment was taken until nine o'clock April 16th, 1925.

THURSDAY MORNING SESSION

Nine o'clock a. m.

President WILSON: The first paper on our program this morning is by Mr. James C. Littlejohn, Registrar, Clemson Agricultural College of South Carolina, on the question of "Personal Rating Systems."

PERSONAL RATING SYSTEMS

By JAMES C. LITTLEJOHN

The Clemson Agricultural College, South Carolina

When a student applies for admission to college, the first question asked is "What is your high-school record?" or "What is your college record?" Some institutions have gone a step further and now attempt by means of a personal history, of intelligence tests, of placement examinations, and possibly other tests, to learn something of the characteristics and the ability of the applicant before finally classifying him. Once the student is in college, he finds himself facing a vast array of regulations and devices for the keeping of his scholastic standing, which fact may cause many to fail to grasp the true meaning and use of such devices and may set him to thinking in terms of credit hours, grade points, and such. Too frequently, the student becomes a seeker after credits rather than an education.

President E. D. Burton of the University of Chicago in summing up his address before this body last spring said, "But, after all, the main thing I want to say and to emphasize is that the business of the college is to develop personalities, personalities that are capable of large participation in life and of large contribution to life." From the talk we frequently hear, especially during foot ball season, and from what we read in the newspapers, we may safely say that many a person thinks only of a college or university in terms of winning football teams, possibly of the number of students

enrolled, and such; rather than of its true functions. But, every year the increasing number of students entering our schools brings more and more people into personal contact with the colleges. What then is going to be the result? Shall our accomplishments or our efficiency be measured by the number of diplomas issued and by the number of worthless and incapable students dropped? We are all agreed that these things must be done, but it is also the business of the colleges to become interested in the personalities, the individual abilities, and the welfare of the young men and women preparing themselves for the duties of citizenship. If the colleges are going to meet these needs of the students, the coming of large numbers to our institutions is fortunate.

Since scholarship is not the only requisite for obtaining and keeping a position, we need some system for measuring and recording personal traits. Such a system of records may also be used in assisting the students in developing valuable and worth while traits. "Recognition of a certain trait as a personal ideal leads to its acquisition. One acquires the characteristic because he is a good judge of it and of himself. On the other hand, in the lack of recognition of an undesirable trait in one's self no drive is developed to eradicate it," says Professor Allport in his "Social Psychology." The uses of such a personal record therefore may be: (1) to assist in the development of the personalities of the student; (2) to eliminate the educational misfit and the drone, and (3) to be able to give an accurate recommendation or statement about every student who remains in college a sufficient length of time to be rated or graded.

Fourteen years ago in our institution, Clemson College, we started what was called a "Confidential Record" system. Today these records are called "Personnel Records" or "Personal Records." The students call them the "Rogues' Gallery" because of the photographs attached in the freshman and senior years. These records have been used in answering the many inquiries received and in the writing of recommendations. Hardly a day passes but that some person or

firm makes inquiry concerning a graduate or ex-student. Such questions as "Is he energetic?", "Is he trustworthy?", "Is he a leader?", "Does he make a good appearance?", call for information not kept on the usual scholastic record. Without some readily available information it would be necessary to interview the instructors who have taught the individual. This would mean delay, resulting in some cases in the student's failing to secure the position. Moreover, the student in question may have been out of college perhaps five or ten years and the coming of new faces, together with the lapse of time, may have served to dim the memories of those who taught him. Then, too, some of his instructors may no longer be at the college.

I shall attempt to outline our system because I am more familiar with it, not because it is by any means perfect. It is the result of an attempt to be able to furnish the greatest amount of useful information at the lowest possible cost of time and money. Clemson College is a Land Grant institution where the graduates of one school or department enter upon work differing greatly from that of those majoring in another department, and where the graduates of a single department may also enter varied fields of activity in which the personality or the personal qualifications of the individual are often important factors in success or failure.

It is first necessary to determine what characteristics of a student should be rated. After an experience of thirteen years we now use the following:

- (1) *Character*—(Sense of honor, reliability, dependability.)
- (2) *Native Ability*—(Mental calibre, mental alertness, capability, judgment.)
- (3) *Energy*—(Industry, enterprise, initiative.)
- (4) *Earnestness*—(Seriousness of purpose, perseverance, zeal.)
- (5) *Disposition*—(Courteous, tactful, respectful.)
- (6) *Manner*—(Attractiveness, bearing, good impression.)
- (7) *Personal Appearance*—(Neatness, care of person and dress.)

- (8) *Standing in Class*—(Comparison in scholastic accomplishments.)
- (9) *Technical Ability*—(In line with subject of specialization. For juniors and seniors only.)
- (10) *Leadership*—(Executive ability, ability to command respect and cooperation. For juniors and seniors only.)

Figures or letters are used by the instructors as a convenient means of recording the ratings. At first we used five gradations to embrace the exceptional as well as the notably poor student, but after several years' experience we decided to use only the three gradations:

S—Above the average; superior.

M—Medium; average; of a quality to attract no special attention one way or the other.

B—Below the average; inferior.

The grades are recorded in the proper column on the permanent record card by means of a symbol because it is easier for the eye to take in at a glance symbols suitably arranged than either letters or figures. We have tried letters and figures, but we find that symbols are most easily "read."

In rating individuals, comparisons should be made with other individuals of the same general type; and the principal elements of personality or the different characteristics to be rated should be compared separately to obtain the best results.

The first step in the process of constructing a rating scale is to select from the class the names of a number of students especially well known to the instructor. This list should include—(1) students who have done well, superior students; (2) average students; and (3) students below the average or inferior. The more names the instructor has for comparison the better will be his rating scale.

The next step is the actual construction of a rating scale, or "measuring rod," to be applied to the students. Upon referring to the list of personal qualities we find the first to be "Character" which we should write down. Just opposite

we write the names of at least six individuals selected from the list of well-known students, listing first the names of two or more who represent the superior students and who are clearly above the average. Next, we write the names of two or more who are the very opposite, that is, inferior, below the average; and then we select the middle two or more who are deserving of a place as average, and who do not attract any special attention either favorably or unfavorably. The resulting arrangement should be as follows:

Character: Sense of Honor, Reliability, Dependability.

S—Superior; above the average—A. B. Brown, E. X. Student.

M—Average; attracting no special attention—A. V. Student, M. D. Schoft.

B—Below average; inferior—B. A. Citizen, V. P. Man.

These six students will then represent the "measuring rod," as it were, in the grading of all others in this one characteristic.

We should proceed in a like manner to set up standards for each of the remaining characteristics to be rated. The six or more students selected as standards for "Native Ability" or for "Energy" or for any other quality may be different from the six or more selected for "Character," or they may be the same ones grouped differently.

Having constructed the "measuring rod" for each of the personal qualities, all the students may then be rated or "measured." Take the name of the first student on the list and compare him with the students selected as standards for "Character," and then enter on the report blank the grade to which in comparison he is entitled. In like manner, determine the rating of all students in the first characteristic. Continue this process of grading all students on a single characteristic before starting on another. In this way each student is given a fair rating, his own classmates being used as a standard. The completed reports are sent to the Registrar's office where the names of the instructors are torn off

and the grades of each student assembled on his card. From these a rating adequate for all practical purposes may be secured.

This process may seem at first a rather long and tedious one, but it makes for greater uniformity and produces satisfactory results. Without some standard, the "weights" assigned the gradations at the beginning of the process may not remain clearly fixed in the mind of the grader.

On the reverse side of the card is recorded a list of the student's activities, his photograph as a senior, the result of intelligence tests, his write-up in the senior annual or year book, and other desirable information. It has been interesting to observe how, in most cases, this student write-up agrees in general with the faculty opinions.

At the end of the session, or at the end of the first semester if the subject is then completed, each professor grades his students, so that at the end of four years, if the students remain to graduate, there will have been recorded from twenty to thirty opinions on these various personal traits. The fact that the majority of opinions are usually in agreement is evidence that the instructors give care and thought to the work.

In the interpretation of the record card, the consensus of opinions is sought. The grades badly "off the curve" are at variance with the majority, and may be disregarded in order to arrive at a fair conclusion.

There are positions in which leadership is necessary, but, on the other hand, there may be good positions in the same firm or company in which leadership is not so essential. Cases may also be cited in which two students may each make what we term fair scholastic records as measured by the recorded grades of the various instructors during four years. However, reference to the personal rating card may reveal one student as high in native ability and leadership but low in energy and earnestness. The other may be rated high in earnestness, promptness and disposition, but just above average in native ability. It is therefore evident that these two

are not entitled to the same recommendation and that they may not succeed equally well in similar positions. The consensus of the opinions of the professors reveals the lazy or indifferent student as well as the earnest, hardworking student who plods along and usually makes a class grade the equal of the others who are more capable but less serious.

We know that our system may be greatly improved. We also believe that its greatest usefulness may be in the development of personality, and it is to this end that we are now striving. With us these records are kept in the Registrar's Office, but in an institution of several thousand students I think they might be kept in the Dean's office or in the executive offices of the various schools or colleges, depending upon the organization of the institution.

In view of the rapid advances being made by the present day psychologists, I believe that the day is not far distant when the transcript of record as we know it will no longer serve the purpose. We know the passing grade in one college does not necessarily mean the same as in some other college. I think I may safely venture to say that in a single institution the idea of the passing grade with one instructor may be very different from that of another instructor even in the same subject. Just as the natural scientist has accomplished what was thought impossible, so will the modern psychologist with the cooperation of the colleges evolve some standard or arrive at a common measuring rod whereby an accurate comparison may be made, and then the definition of "Passed" or "Passable" need no longer be an almost unknown quantity. Excellent progress has already been made in preparing "Standard Tests" for use in the public school systems.

In conclusion I have listed briefly the uses and the principal requirements for the inauguration and maintenance of a system for recording personalities.

Uses: (1) To furnish reliable and accurate information which may be of valuable assistance in the development of personality; (2) to assist in elimination of those who cannot or will not respond to college training; (3) to furnish a

source of information useful in the placing of graduates and in the writing of recommendations or statements.

Principal Requirements: (1) The system should be made to suit the needs of the average institution by being inexpensive as to maintenance and not so complicated as to detract from its usefulness; (2) those who grade or rate the students should be fully agreed as to the meaning of each trait; (3) those traits should be selected which are fundamental and distinctive, and which may be graded with comparative ease; (4) the grades should be based on personal observation or acquaintance during which the grader has in mind the traits to be rated; (5) an opinion, good or bad, in one trait should not be allowed to bias judgment in another trait; (6) the number of raters should be large enough to make the consensus of opinions a fair and accurate index; (7) objective traits are more easily and uniformly graded than subjective ones.

The three records which follow are typical of different types of students and are good illustrations of the Clemson system.

NAME Parks, Floyd L. COURSE Electrical Engineering

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE		ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
CHARACTER	FR •••	••		COMPARATIVE STANDING IN CLASS WORK	FR •••		
SENSE OF HONOR	SO ••••	••			SO ••••		
RELIABILITY	JR ••••				JR •••		
DEPENDABILITY	JR ••				JR ••		
NATIVE ABILITY	FR ••••			PERSONAL APPEAR- ANCE, NEATNESS, CARE OF PERSON AND DRESS	FR ••••		
MENTAL CALIBRE	SO ••••				SO ••••	•	
MENTAL ALERTNESS	JR ••••				JR •••		
CAPABILITY	JR ••				JR ••		
ENERGY	FR ••••	•		MANNER, ATTRACTIVENESS BEARING, GOOD IMPRESSION	FR ••••		
ENTERPRISE	SO ••••	•			SO ••••		
INDUSTRY	JR ••••				JR •••		
INITIATIVE	JR ••				JR ••		
EARNESTNESS	FR ••••			DISPOSITION, COURTEOUS, TACTFUL, RESPECTFUL	FR ••••	•	
PERSEVERANCE	SO ••••	•			SO ••••		
SERIOUSNESS	JR ••••				JR •••	•	
OF PURPOSE	JR ••				JR ••		
TECH ABILITY IN	JR ••••			LEADERSHIP EXECUTIVE ABILITY	JR ••••	•	
MAJOR SUBJECT	JR ••				JR ••		

PARENT OR GUARDIAN Mrs. E. M. Parks
 ADDRESS Anderson, A. C.
 ENTERED Sept 1914 AT AGE 18 LEFT COLLEGE May 1918
 CAUSE OF LEAVING graduated DEMERITS

PHOTO
HERE

Entered U. S. Army

NAME *Student, An Average* COURSE *Civil Engineering*

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE		ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
CHARACTER .	FR	••	••	COMPARATIVE	FR	•	•
SENSE OF HONOR.	SO	••••	••	STANDING IN	SO	••••	•
RELIABILITY	JR	••	•	CLASS WORK	JR	••	••
DEPENDABILITY	JR	••	•		JR	••	•
NATIVE ABILITY.	FR	•	•	PERSONAL APPEAR-	FR	•	•
MENTAL CALIBRE.	SO	••••	••	ANCE, NEATNESS,	SO	••••	•
MENTAL ALERTNESS	JR	••	•	CARE OF PERSON	JR	••	••
CAPABILITY	JR	••	•	AND DRESS.	JR	••	•
ENERGY	FR	•	•	MANNER,	FR	•	•
ENTERPRISE	SO	••••	•	ATTRACTIVENESS	SO	••••	•
INDUSTRY	JR	••	•	BEARING.	JR	••	•
INITIATIVE	JR	••	•	GOOD IMPRESSION	JR	•	•
EARNESTNESS.	FR	••	•	DISPOSITION,	FR	•	•
PERSEVERANCE.	SO	••	•	COURTEOUS,	SO	••••	•
SERIOUSNESS	JR	••	•	TACTFUL,	JR	••	•
OF PURPOSE	JR	•	•	RESPECTFUL	JR	••	•
TECH ABILITY IN	JR	••	•	LEADERSHIP	JR	••	•
MAJOR SUBJECT	JR	••	•	EXECUTIVE ABILITY	JR	••	•

PHOTO
HERE

LEFT COLLEGE *June 3, 1924*

DEMERITS

REASON FOR *Parents, must stay*
 ADDRESS *New Port, Ark.*
 ENTERED *Sept. 1920* *ATL*
 COLLEGE *17*
 CAUSE OF LEAVING *Graduated*

NAME *Student, Hardy Average* COURSE *Most Any*

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE		ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
CHARACTER.	FR	••••		COMPARATIVE	FR	••	••
SENSE OF HONOR.	SO	••••		STANDING IN	SO	••	••
RELIABILITY.	JR	••••		CLASS WORK	JR	••	••
DEPENDABILITY	JR	••••	•		JR	••	••
NATIVE ABILITY.	FR	••••	••	PERSONAL APPEAR	FR	••••	••
MENTAL CALIBRE.	SO	••	••	ANCE, NEATNESS.	SO	••••	••
MENTAL ALERTNESS	JR	••••	••	CARE OF PERSON	JR	••••	••
CAPABILITY	JR	•	••	AND DRESS.	JR	••	•
ENERGY.	FR	••	••	MANNER.	FR	••••	•
ENTERPRISE.	SO	••••	•	ATTRACTIVENESS	SO	••	•
INDUSTRY	JR	••••	••	BEARING.	JR	••	•
INITIATIVE	JR	••	••	GOOD IMPRESSION.	SO	••	•
EARNESTNESS.	FR	••	••	DISPOSITION.	FR	••••	•
PERSEVERANCE.	SO	••	•	COURTEOUS.	SO	••	•
SERIOUSNESS	JR	••	••	TACTFUL.	JR	••	•
OF PURPOSE	JR	•	••	RESPECTFUL	JR	••	•
TECH ABILITY IN	JR	••	••	LEADERSHIP	JR	••	••
MAJOR SUBJECT	JR	•	••	EXECUTIVE ABILITY	JR	•	••

PARENT OR GUARDIAN *A. B. Parent*
 ADDRESS *Lawrence, S.C.*
 ENTERED COLLEGE *Sept. 1970* AT AGE *17*
 CAUSE OF LEAVING *Graduated*

LEFT COLLEGE *June 1974*
 DEMERITS

PHOTO
HERE

CLEMSON COLLEGE

This Report is to be forwarded through your Director

INSTRUCTOR'S CONFIDENTIAL REPORT

Date....., 192....

Class..... Section.....

See Explanation on Envelope

Arrange Names Alphabetically by Sections	Character	Native Ability	Energy	Earnestness	Disposition	Manner	Personal Appearance	Stand. in Class	Tech. Ability**	Leadership**

Use the Following Symbols: s—Above the average, superior; m—Of quality to attract no special attention one way or the other, medium, average; b—Below average, inferior.

Instructor's name will not appear on permanent record.

**Answer only for Juniors and Seniors.

.....Instructor.

PERSONAL RECORDS

THE CLEMSON AGRICULTURAL

"Fourteen years ago in our institution what was called a "Confidential Record" called "Personnel Records" or "Personnel the "Rogues' Gallery" because of the and senior years. These records had inquiries received and in the writing passes but that some person or firm or ex-student. Such questions as "Is he a leader?", "Does he make a not kept on the usual scholastic record information it would be necessary to taught the individual. This would the student's failing to secure the question may have been out of college coming of new faces, together with dim the memories of those who taught instructors may no longer be at the

PERSONAL RATING SYSTEMS

CULTURAL COLLEGE, SOUTH CAROLINA

April 1925

our institution, Clemson College, we started
"Personal Record" system. Today these records are
called "Personal Records." The students call them
"Records." The photographs attached in the freshman
records have been used in answering the many
questions in the writing of recommendations. Hardly a day
goes by when a firm makes inquiry concerning a graduate
student as "Is he energetic?", "Is he trustworthy?",
"Can he make a good appearance?", call for information
from the "Personal Record." Without some readily available
record it is necessary to interview the instructors who have
known the student, which would mean delay, resulting in some cases in
losing the position. Moreover, the student in
question may have left college perhaps five or ten years and the
instructor may have retired with the lapse of time, may have served to
no purpose. Then, too, some of his
records may be at the college."

NAME *Paro. Floyd L.* COURSE *Electrical Engineering*

	ABOVE AVERAGE		AVERAGE		BELOW AVERAGE			ABOVE AVERAGE		AVERAGE		BELOW AVERAGE	
	FR	SO	JR	SR	FR	SO		FR	SO	JR	SR	FR	SO
CHARACTER	••••												
SENSE OF HONOR	••••												
RELIABILITY	••••												
DEPENDABILITY	••••												
NATIVE ABILITY	••••												
MENTAL CALIBRE.	••••												
MENTAL ALERTNESS	••••												
CAPABILITY	••••												
ENERGY	••••												
ENTERPRISE	••••												
INDUSTRY	••••												
INITIATIVE	••••												
EARNESTNESS	••••												
PERSEVERANCE	••••												
SERIOUSNESS	••••												
OF PURPOSE	••••												
TECH ABILITY IN	••••												
MAJOR SUBJECT	••••												
COMPARATIVE STANDING IN CLASS WORK													
PERSONAL APPEARANCE, NEATNESS, CARE OF PERSON AND DRESS													
MANNER, ATTRACTIVENESS, BEARING, GOOD IMPRESSION													
DISPOSITION, COURTEOUS, TACTFUL, RESPECTFUL													
LEADERSHIP EXECUTIVE ABILITY													

PHOTO
HERE

PARENTS: *Mrs. & Mr. Paro*
 ADDRESS: *Anderson, A.C.*
 CITY: *Sept 1914* STATE: *IA*
 COLLEGE: *University of Iowa*
 CAUSE OF LEAVING: *Entered U.S. Army*

LEFT COLLEGE May 1918

DEMERITS

NAME Student, an Average.
COURSE

NAME Student, an Average.		COURSE		ABOVE AVERAGE		AVERAGE		BELOW AVERAGE		COMPARATIVE STANDING IN CLASS WORK		ABOVE AVERAGE		AVERAGE		BELOW AVERAGE	
CHARACTER.	FR	SO	JR	SR	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	COMPARATIVE STANDING IN CLASS WORK	FR	SO	JR	SR	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE		
SENSE OF HONOR.	••	•••	•••	•••	••	•••	•						•••	•••	••		
RELIABILITY	••	••	••	••	••	••	•						•••	•••	••		
DEPENDABILITY	••	••	••	••	••	••	•						•••	•••	••		
NATIVE ABILITY.	••	••	••	••	••	••	•						•••	•••	••		
MENTAL CALIBRE.	••	••	••	••	••	••	•						•••	•••	••		
MENTAL ALERTNESS	••	••	••	••	••	••	•						•••	•••	••		
CAPABILITY	••	••	••	••	••	••	•						•••	•••	••		
ENERGY	••	••	••	••	••	••	•						•••	•••	••		
ENTERPRISE	••	••	••	••	••	••	•						•••	•••	••		
INDUSTRY	••	••	••	••	••	••	•						•••	•••	••		
INITIATIVE	••	••	••	••	••	••	•						•••	•••	••		
EARNESTNESS.	••	••	••	••	••	••	•						•••	•••	••		
PERSEVERANCE.	••	••	••	••	••	••	•						•••	•••	••		
SERIOUSNESS	••	••	••	••	••	••	•						•••	•••	••		
OF PURPOSE	••	••	••	••	••	••	•						•••	•••	••		
TECH ABILITY IN	••	••	••	••	••	••	•						•••	•••	••		
MAJOR SUBJECT	••	••	••	••	••	••	•						•••	•••	••		

PHOTO
HERE

BIRTHDAY Parents, Mary
 ADDRESS New York, N.Y.
 ENTERED Sept. 1920 AT AGE 17
 COLLEGE Graduated
 COURSE OF STUDY Graduated

LEFT COLLEGE June 3, 1924
 DEGREES

NAME Student, Standley Average COURSE Most Any

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE		ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
CHARACTER	FR SO	••	••	COMPARATIVE STANDING IN CLASS WORK	FR SO	••	••
SENSE OF HONOR	JR	••	••		JR	••	••
RELIABILITY	JR	••	••		JR	••	••
DEPENDABILITY	JR	•	•		JR	••	••
NATIVE ABILITY	FR	••	••	PERSONAL APPEAR- ANCE, NEATNESS, CARE OF PERSON AND DRESS	FR	••	••
MENTAL CALIBRE	SO	••	••		SO	••	••
MENTAL ALERTNESS	JR	••	••		JR	••	••
CAPABILITY	JR	•	•		JR	••	•
ENERGY	FR	•	••	MANNER, ATTRACTIVENESS BEARING	FR	••	•
ENTERPRISE	SO	••	•		SO	••	•
INDUSTRY	JR	••	••	GOOD IMPRESSION	JR	••	•
INITIATIVE	JR	•	••		JR	••	•
EARNESTNESS	FR	•	••	DISPOSITION, COURTEOUS, TACTFUL, RESPECTFUL	FR	••	•
PERSEVERANCE	SO	•	••		SO	••	•
SERIOUSNESS OF PURPOSE	JR	•	••		JR	••	•
	JR	•	•		JR	••	•
TECH ABILITY IN MAJOR SUBJECT	JR	••	••	LEADERSHIP EXECUTIVE ABILITY	JR	••	••
	JR	•	••		JR	••	••

PHOTO
HEREILLUSTRATION
DATE 1914-17CAUSE OF LEAVING
DATE 1914-17CAUSE OF LEAVING
DATE 1914-17

CLEMSON COLLEGE

This Report is to be forwarded through your Director

INSTRUCTOR'S CONFIDENTIAL REPORT

Date....., 192.....

Class..... Section.....

See Explanation on Envelope

Arrange Names Alphabetically by Sections	Character	Native Ability	Energy	Earnestness	Disposition	Manner	Personal Appearance	Stand. in Class	Tech. Ability**	Leadership**

Use the Following Symbols: s—Above the average, superior; m—Of quality to attract no special attention one way or the other, medium, average; b—Below average, inferior.

Instructor's name will not appear on permanent record.

**Answer only for Juniors and Seniors.

.....Instructor.

NAME Student, An Average COURSE civil Engineering

	ABOVE AVERAGE				AVERAGE				BELOW AVERAGE			
	FR	SO	JR	SR	FR	SO	JR	SR	FR	SO	JR	SR
CHARACTER.												
SENSE OF HONOR.												
RELIABILITY												
DEPENDABILITY												
NATIVE ABILITY.												
MENTAL CALIBRE.												
MENTAL ALERTNESS.												
CAPABILITY												
ENERGY												
ENTERPRISE												
INDUSTRY												
INITIATIVE												
EARNESTNESS.												
PERSEVERANCE.												
SERIOUSNESS												
OF PURPOSE												
TECH ABILITY IN												
MAJOR SUBJECT												
COMPARATIVE STANDING IN CLASS WORK												
PERSONAL APPEARANCE, NEATNESS, CARE OF PERSON AND DRESS.												
MANNER, ATTRACTIVENESS, BEARING, GOOD IMPRESSION												
DISPOSITION, COURTEOUS, TACTFUL, RESPECTFUL												
LEADERSHIP EXECUTIVE ABILITY												

PHOTO
HERE

Address Parents, Thos. Emy
New York, N.Y.
Entered Sept. 1920, 17
Cause of leaving Graduated

Left College June 3, 1921
Dormitory

NAME *Student, Hardy Average* COURSE *Most Any*

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE		ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
CHARACTER. SENSE OF HONOR. RELIABILITY. DEPENDABILITY	Fr So Jr Sr	Fr So Jr Sr	Fr So Jr Sr	COMPARATIVE STANDING IN CLASS WORK	Fr So Jr Sr	Fr So Jr Sr	Fr So Jr Sr
NATIVE ABILITY. MENTAL CALIBRE. MENTAL ALERTNESS. CAPABILITY	Fr So Jr Sr	Fr So Jr Sr	Fr So Jr Sr	PERSONAL APPEAR- ANCE, NEATNESS. CARE OF PERSON AND DRESS.	Fr So Jr Sr	Fr So Jr Sr	Fr So Jr Sr
ENERGY. ENTERPRISE. INDUSTRY INITIATIVE	Fr So Jr Sr	Fr So Jr Sr	Fr So Jr Sr	MANNERS, ATTRACTIVENESS DEARING. GOOD IMPRESSION.	Fr So Jr Sr	Fr So Jr Sr	Fr So Jr Sr
EARNESTNESS. PERSEVERANCE. SERIOUSNESS OF PURPOSE.	Fr So Jr Sr	Fr So Jr Sr	Fr So Jr Sr	DISPOSITION, COURTEOUS. TACTFUL. RESPECTFUL	Fr So Jr Sr	Fr So Jr Sr	Fr So Jr Sr
TECH ABILITY IN MAJOR SUBJECT	Fr So Jr Sr	Fr So Jr Sr	Fr So Jr Sr	LEADERSHIP EXECUTIVE ABILITY	Fr So Jr Sr	Fr So Jr Sr	Fr So Jr Sr

REGISTERED *Dr. P. Pennington*ADDRESS *San Francisco, S. C.*ENTERED *Sept. 1920*CLASS *17*COURSE OF LEARNING *General*LEFT COLLEGE *June 1924*

DEBITS

PHOTO
HERE

CLEMSON COLLEGE

This Report is to be forwarded through your Director

INSTRUCTOR'S CONFIDENTIAL REPORT

Date....., 192.....

Class..... Section.....

See Explanation on Envelope

Arrange Names Alphabetically by Sections	Character	Native Ability	Energy	Barrenness	Disposition	Manner	Personal Appearance	Stand. in Class	Tech. Ability**	Leadership**

Use the Following Symbols: a—Above the average, superior; m—Of quality to attract no special attention one way or the other, medium, average; b—Below average, inferior.

Instructor's name will not appear on permanent record.

**Answer only for Juniors and Seniors.

.....Instructor.

Exhibits

A letter was addressed to the registrars of approximately 110 institutions in the United States asking if "Personal or Personnel Records" were kept in addition to the scholastic records. From the replies received it appears that about 20 of these colleges and universities maintained some such records.

The illustrations are typical of the systems in use. Lack of space makes it impossible to include all the forms of the several institutions. At the University of Maine and at Purdue University, the engineering schools have adopted systems worthy of considerable study. The Harvard Graduate School of Business Administration has the scholastic record and the personal record on the same card. The Middlebury College record contains a very complete history of the student during the four years. In Atlanta, Georgia, there is maintained the Georgia College Placement Bureau to assist the colleges in placing graduates in suitable positions. The illustration shows only the personality rating form. Through the cooperation of several schools much has been accomplished and those in charge of the Georgia Bureau are very enthusiastic over the outlook for the future. Chicago has for a number of years used a personal estimate record in the School of Commerce and Administration. The Efficiency report of the officers of the U. S. Army is also given in part.

UNIVERSITY OF MAINE

Orono, Maine

Personnel Department—College of Technology

Date _____

My dear _____

In order that this department may obtain as close a rating as possible of each student who comes under our supervision, we are asking you to fill out and return the blank below, giving to the best of your ability an impartial estimate of Mr. _____ Any attention you may give to this matter will be of great aid, and will be highly appreciated.

Very truly yours,

QUALITIES	W	CHECK ONE				Leave Blank
		Excel- lent	Good	Fair	Poor	
1. Mental Caliber— Accurate; systematic; efficient; alert; discriminating; concentration.	3					
2. Natural Aptitude for Engineering Work— Imagination; ability to visualize the abstract; foresight; ingenuity; resourcefulness; analytical mind.	3					
3. Character— Reliability; honesty; responsibility; sobriety; courage; clean speech.	3					
4. Attitude Toward Work— Self-control; persistent; optimistic; interest; application.	3					
5. Leadership— Executive ability; practicality; decision.	2					
6. General Culture— Writes good clear English; speaks with ease and correctness; personal manner; dress.	3					
7. Health— General Health—Effect on work.	2					
8. Initiative— Vision; aggressive; takes lead; grasps opportunities.	2					
9. Co-operative Ability— Tactful; tolerant; accommodating; team work.	2					
10. Popularity— Good mixer, yet not obtrusive; not conceited; deals squarely with his fellows.	2					

Remarks and Recommendations _____

Signature _____

HARVARD UNIVERSITY—GRADUATE SCHOOL OF BUSINESS ADMINISTRATION.

I. *Personal and Mental Qualities, Rating for first year in black; for second in red.*

	1st year rating by:				2nd year rating by:			
Personality.....	Unsatisfactory	Weak	Average	Good	Exceptional			
Industry.....	Unsatisfactory	Indifferent	Average	Good	Exceptional			
Judgment and Common Sense.....	Unsatisfactory	Poor	Average	Good	Unusually sound and keen			
Reliability.....	Unsatisfactory	Careless	Average	Good	Absolutely dependable			
Initiative.....	Unsatisfactory	Weak	Average	Good	Exceptional			
Cooperation.....	Unsatisfactory	Weak	Average	Good	Exceptional			
Native Ability.....	Unsatisfactory	Weak	Average	Good	Exceptional			
II. <i>Types of Work</i> Executive								
A. Planning.....	Unsatisfactory	Inferior	Average	Good	Exceptional			
B. Handling Men..	Unsatisfactory	Inferior	Average	Good	Exceptional			
Salesmanship.....	Unsatisfactory	Inferior	Average	Good	Exceptional			
Analytical Work....	Unsatisfactory	Inferior	Average	Good	Exceptional			

NOTE: Highest and lowest grade indicated by initials of instructor.

Psychological
Test Rating:Medical
Examination:

THE UNIVERSITY OF CHICAGO

THE SCHOOL OF COMMERCE AND ADMINISTRATION

PERSONAL ESTIMATE BLANK

Name of Student.....

Please give your estimate of this student as called for below, unless you do not know him sufficiently well. The statement of his outstanding characteristics is especially important.

Outstanding characteristics of the student. (State your most important impressions of the student. What pronounced characteristics, accomplishments, and special abilities or disabilities has he?)

Suggestions for improvement:

Do you consider the student exceptionally well fitted for any of the following lines of work? (Answer by checking.)

Persuading people..... Executive, planning.....
Teaching Executive, handling men.....
Analytical work (research)..... Routine administration.....

In oral English, { exceptionally good?..... In written English, { exceptionally good?...
is the student { exceptionally poor?..... is the student { exceptionally poor?...

What is your estimate of the student in the following qualities? Judge each quality independently of all other qualities. A student may be high in some and low in others. Answer by placing a check (✓) on the line at a point that approximately reports the student's standing.

- | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|----------------------|---------|----------------------|
| 1. Consider the student's ability to think and to learn; his alertness, resourcefulness, and ability to grasp ideas. How intelligent is he? | | | | | | | | | | Far above
average | Average | Far below
average |
| 2. Consider how hard and how regularly the student works on his studies. Does he show serious intellectual interests? How industrious and persevering is he in his intellectual work? | | | | | | | | | | Far above
average | Average | Far below
average |
| 3. Consider the impression he makes on people; his appearance, manner, speech, and personality. How favorably does he impress people? | | | | | | | | | | Far above
average | Average | Far below
average |
| 4. Consider his energy and forcefulness. Is he self-confident, aggressive, vigorous? How dynamic and energetic is he? | | | | | | | | | | Far above
average | Average | Far below
average |

*Average refers to the average of college students.

GEORGIA COLLEGE PLACEMENT BUREAU, ATLANTA, GA.

(COMPOSITE RATINGS)

CHARACTER AND PERSONALITY

	Notably Poor	Below Average	Average	Above Average	Exceptional	Remarks
1. Appearance, attractiveness, bearing, approach, and care of person.						
2. Physical vigor, health, and freedom from impairments.						
3. Industry, earnestness and application to duties.						
4. Judgment, clear thinking, and adaptability.						
5. Initiative, resourcefulness and enterprise.						
6. Ability to command the respect, loyalty and co-operation of others.						
7. Reliability and sense of honor.						
8. Ideals of service—Unselfishness.						
9. Technical ability in line with the subject of specialization.						

THE U. S. ARMY

EFFICIENCY REPORT

(Extracts from original blank)

	Inferior	Below average	Average (up to standard)	Above average	Superior
To what degree has he exhibited the following qualifications? Consider him <i>in comparison with others in his grade</i> and indicate your estimate by marking X in the appropriate rectangle.					
1. Physical activity (agility; ability to work rapidly).....					
2. Physical endurance (capacity for prolonged exertion).....					
3. Military bearing and neatness (dignity of demeanor; neat and smart appearance).....					
4. Attention to duty (the trait of working thoroughly and conscientiously)					
5. Tact (the faculty of being considerate and sensible in dealing with others).....					
6. Initiative (the trait of beginning needed work or taking appropriate action on his own responsibility in absence of orders).....					
7. Intelligence (the ability to understand readily new ideas or instructions).....					
8. Force (the faculty of carrying out with energy and resolution that which on examination is believed reasonable, right or duty).....					
9. Judgment and common sense (the ability to think clearly and arrive at logical conclusions).....					
10. Leadership (capacity to direct, control, and influence others in definite lines of action or movement).....					

Has he any weakness—temperamental, moral, physical, etc.—which adversely affect his efficiency? If yes, describe them.
(Fact or Opinion. Line out one.) See pars. 7 and 9 of instructions.....

PURDUE UNIVERSITY

Lafayette, Indiana

OFFICE OF THE DEAN OF ENGINEERING

Dear Sir:—

Purdue University is interested in developing not only the mentality, but also the character, personality, and physique of its students.

Mr., an engineering student at Purdue has given your name to us as a reference. You can aid us greatly in our efforts to help Mr. derive the maximum benefit from his studies at Purdue if you would grade him in such of the qualities and characteristics of the following list as are best known to you.

Please use the scale 5 to 1. 5 is the highest grade obtainable and means perfection. If he is above the average in any characteristic rate him 4. 3 means average, 2 means below average and 1 means poor. Fractions such as 2.5 or 2.3 may be used to show intermediate ratings.

Grade the student in comparison to men of similar age, educational preparation and environment. An effort has been made to define each of the characteristics in the following list in order that greater uniformity of rating may result.

1. *Address and Manner:* Does he leave a good impression?
(Is he a good mixer? Is he popular?) _____
2. *Attitude:* (Is he rational in his views? Interested in his work? Optimistic? Persistent? Self-controlled?) .. _____
3. *Character:* (Is he reliable? Dependable? Absolutely honest? Loyal? Responsible? Clean? Just? Courageous?) _____
4. *Cooperative Ability:* (Can he work with others? Is he accommodating? Willing to learn? Tolerant? Tactful?) _____
5. *Disposition:* (Is he cheerful? Courteous? Enthusiastic and not conceited?) _____
6. *Industry:* (Is he a hard worker and has he perseverance?) _____
7. *Judgment:* (Has he common sense? Observing and reasoning power? Foresight? Resourcefulness?) _____
8. *Initiative:* (Is he a self-starter? Does he recognize and develop opportunities to a successful conclusion? Is he practical?) _____
9. *Leadership:* (Does he understand men and can he command their respect? Has he executive ability?) _____
10. *Mental Caliber:* (Is he accurate, systematic, alert? Has he knowledge of facts and data? Can he concentrate? Does he learn readily?) _____

Cordially yours,

A. A. POTTER,
Dean of Engineering.

Remarks: Indicate under this head any additional information which may prove of value. If he has poor health, a deformity, or any peculiarity this should be reported.

President WILSON: Mr. Littlejohn's paper is before you for discussion.

DISCUSSION.

Mr. BEHAM (Ottawa): I would like to ask if the symbols which are used at Clemson indicate the number of instructors?

Mr. LITTLEJOHN: Yes, each dot on the card represents an instructor.

Dr. ELLIOTT (Leland Stanford): When does the instructor grade these, and how often?

Mr. LITTLEJOHN: Once a year. We try to place the blanks in the hands of the instructors about the middle of the semester so they can do the grading during the semester.

Mr. STOUT (Dakota Wesleyan University): Do you find any difficulty in getting the instructors to respond to your request?

Mr. LITTLEJOHN: We have had no difficulty, as it is considered a part of the instructor's duty, just as much as reporting a grade on a subject. He must make the report here just the same as he would report on English, Mathematics, History, or any other subject.

President WILSON: Are there any further questions?

(No response)

It is a genuine pleasure to me, fellow members of the Association, to be able to say that we shall have next an address by the President of the National Educational Association, Dr. Jesse H. Newlon, who is also Superintendent of the City Schools of Denver, Colorado.

Dr. NEWLON: Mr. President: You will have to forgive me if I am a bit nervous in this talk. I remember with what timidity I used to enter the administrative offices of the University to inquire about credits and my general status in the educational world at that time. Since then I have not had the pleasure of mingling with Registrars and Deans to an extent that would make me feel entirely at home in such a presence. But it is a pleasure to be here and to join in welcoming you to this state. You will undoubtedly enjoy your fine trip to Estes Park, and I hope that before you return you may spend a few hours at least in the City of Denver; a city which, we think, is one of the most beautiful in this country.

The subject of my talk is the Curriculum Revision Move-

ment—a movement that has been so generally felt in recent years, and especially in the last four or five years, in the public schools of the United States. This is the twenty-fifth year of the Twentieth Century. We need but utter those words to call to mind the fact that this twenty-five year period, which is just coming to a close, has been one of the most eventful from almost every standpoint in the history of the human race, embracing, as it does, such marvelous advancements in the fields of science, scholarship and invention, the great world war with all of its consequences, and in the educational world, especially in America, the tremendous growth in enrollment. Twenty-five years ago there were enrolled in the public High Schools of the United States about five hundred thousand pupils. At the present time there are over two million five hundred thousand pupils enrolled in our public High Schools. The increase has been over five hundred per cent. and has been altogether out of proportion to the increase in population in the same period of time.

As I attend educational gatherings, and listen to college and university men talking of their problems, I am made painfully aware of the fact, as a citizen, that one of the chief problems is that of the increasing number of boys and girls pouring into the institutions of higher learning. No longer do I hear college officials lamenting the fact that they have not the enrollment that they would like; at least it is an exceptional college that has a campaign for additional enrollment. You do have, however, campaigns for funds in order that you may care for the enrollment that you have, and you are studying the problem of limiting the enrollment in colleges. I am not entirely in sympathy with the movement to limit the enrollment in colleges, although I recognize the fact that things cannot go on as they are at the present time, and perhaps what I have to say in regard to the curriculum revision program may have some meaning to the college.

One other reflection I wish to make about the past twenty-five years, so far as education is concerned. Twenty-five years ago the professor of education did not have much

standing in the universities and colleges of this country. Education, like a great many other subjects, had to fight its way into the college and university. The professors of education, those who were interested in the scientific study of education, were looked upon as "scamps." I can remember when I was in the University, the attitude of the student body toward those who were preparing for teaching, and to those who took what were sometimes regarded as "snap" courses in the Education Department, and I had a feeling then that the Professor of Education, perhaps, did not stand quite as high as he might in academic circles. In these twenty-five years there has been a marked development of the science of education. Twenty-five years ago we had no science of education; today we do have a science of education. It may be in the embryonic stage, but nevertheless we do have a science. I should say that the outstanding achievement of the past twenty-five years, so far as teaching and courses of study in the public schools are concerned, has been the development of a method for studying the problems of education. Of course there are many other outstanding achievements in this period; but we do have this method of studying the problems of teaching scientifically. We are using the same method that is now used in the fields of Sociology and Economics, a method which has been taken over largely from the field of natural science.

In addition there has been more attention paid to the field of educational philosophy than previously. One hundred years from now we will look back upon men like John Dewey as marking an epoch in our thinking on educational problems. By reason of the tremendous growth of population in our country; by reason of the popularity which education has gained, resulting in hundreds of thousands of boys and girls rushing into our High Schools and our Colleges; by reason of the shock we experienced from the world war and for many other reasons, the question of *what is education* has forced itself on us to the extent that we are reconsidering in this state the fundamental aims of education and the meth-

ods by which they may be made operative. So that, if you attain the convictions that are held by those of us who have been educated in the public schools and by the meetings of our National Educational Association, the Department of Superintendents of the National Educational Association and other allied associations, you will be struck by the tremendous amount of time that it being given to the consideration of this curriculum problem. A few years ago we were discussing tests and measurements, later intelligence tests and still later vocational education; that has all occurred in the last fifteen or twenty years. Today, I believe, half of the addresses at these great conventions are devoted to the discussion of the curriculum and throughout the United States school systems are busily at work revising their courses of study. There have been a number of outstanding instances, such as the program of curriculum revision in the schools of Los Angeles, of Berkeley, of Toledo and of many other centers throughout the United States. We are engaged with this problem in the City of Denver; and if you will pardon a reference to my own city, perhaps I may use it to illustrate, first, the importance which we attach to this problem, and second, our method of attack. The budget for school purposes in the City of Denver is something over five million dollars, three million dollars of which go for the item of teachers' salaries alone. If our course of study is ten per cent inefficient, if there is ten per cent of dead matter, or if we have ten per cent of content in our courses that is less vital for educational purposes than other content which we might have, you can see that as a plain mathematical proposition we are wasting at least three hundred thousand dollars of the people's money; money that should be spent on the education of our boys and girls.

Among the numerous buildings which we are erecting at the present time in the City of Denver is included a High School—one of our three Senior High Schools—which will cost between a million and a half and two million dollars. We are paying the architect for his services on that school

well on towards one hundred thousand dollars. When the school opens there will be a faculty of one hundred teachers in the building. The cost of operating that building will in a very few years exceed the total cost of erecting it. We do not think anything of spending six per cent of the cost of a building for designing it, but how many colleges and universities, how many high school systems, have thought it worth while to spend money "tinkering up" the curriculum, this instrument that is used by the teachers in the education of the boys and girls? Now, our buildings in Denver have been more or less inadequate to our needs and the people were willing therefore to vote any reasonable amount of money in order that we might have better buildings. We finally mustered up our courage to go to the Board of Education and suggest that it might be well to spend some money revising our course of study. To make a long story short, we were quite a bit surprised when this group of large hearted business men said that our proposition sounded sensible to them and authorized the expenditure of the necessary money. What we thought was a difficult problem proved to be one of the easiest tasks we have attempted. During the past two years we have spent sixty thousand dollars in attempting to revise our course of study. You may be a bit interested in the way we are doing it. In the first place, we feel in the public schools that a course of study will function if the teacher who has to use that course of study understands it; therefore, we are beginning with our teachers. They have been formed into committees; that is to say, we have selected outstanding teachers who have been formed into committees to work over these courses of study. These teachers were selected because of their experience in the class room and their knowledge of scientific procedure in education. In addition, we have provided for these teachers a thing which we consider absolutely essential; namely, expert guidance. We were fortunate in being able to arrange with the University of Colorado for the services of Professor Hopkins, of the Department of Education, who has given us three days a week for the past two years. We have also had part time

service from a member of the Staff of the State Teachers College. The purpose of these men, who are students of the science of education, is to direct the committees in their researches and in their work in re-formulating our course of study. Not only that, but we felt that when a committee working upon the course of study in Latin, we will say, for the Junior and Senior High Schools has reached a point where it has something definite in form, that we ought to put that committee in touch with the one man who knew the most about the teaching of Latin in our High Schools; and that is exactly what we did. We were fortunate in that instance in getting Mason Gray, of East High School in Rochester, one of the men who made the High School investigation that has received so much publicity in the last two or three years; an investigation which, to my mind, is a landmark in the history of Secondary Schools in the United States; not so much for what they found out, but because of the method that they used in going about the investigation of the teaching of the Classics in our schools. That is the way we are doing it in the City of Denver and that is the way it is being done, perhaps not in many instances on quite such an elaborate scale, throughout the United States. As I go to conventions where I hear college men talking about their problems, I am struck by the similarity of our problems.

I want to speak of what I consider to be the most significant movement in public education, so far as types of schools and courses of study are concerned, in the past twenty-five years. I refer to the introduction of the Junior High School. Twenty-five years ago those three words, so far as I know, had never been put together in that sequence. In the first decade of this century students of public education became painfully aware of the fact that there was a gap between the old Eighth Grade and the four-year High School that had never been bridged. In the course of time the students of this large problem evolved what we now know as the Junior High School, so that most of our city school systems today are organized on what we call a six, three,

three basis, instead of the old eight, four basis. We have now this new institution comprising the Seventh, Eighth and Ninth years, which we call the Junior High School. It is the intermediate school between the Elementary School on the one hand and the High School, now called the Senior High School, on the other. It really is a new institution. I do not know whether you have ever visited a Junior High School or not, but I do not know of any more fruitful field of research for College professors than the investigation of the Junior High School movement in the United States at this time.

The influence of the course of study that we have in the Junior High Schools today is being felt in the Elementary Schools and in the Senior High Schools; indeed, its influence is being felt in our colleges. I was astounded when I came into this room last week and heard the President of this University, who made one of the finest educational talks I have heard in years, enunciate for the Liberal Arts College a point of view that really is the point of view that underlies the Junior High School.

What does the Junior High School course of study consist of? Three things, briefly. In the first place, we continue the study of what might be called tool subjects which we do not feel the children have finished in the elementary schools. In the second place, we require of all pupils in the Junior High School, and this is typical of all Junior High Schools throughout the United States, those subjects which Dr. Bagley has described as the common elements. In other words, we cannot function as citizens of America, we cannot take our place in society as we ought to take it unless we have been oriented to this society in which we live. That means, for example, that we must know something of European and American history. Now, we are saying, that it must be world history, that we must know something of the government of the United States, its structure, its function, and something of the government and the society of the community in which we live. There is a body of English litera-

ture with which every citizen must be familiar if he is to function as an intelligent citizen. We must have some appreciation of those influences and forces that make human life what it is. The third function of the Junior High School is its liberalizing qualities; what is called the exploratory function. The General Science Course will illustrate what we mean by that. I remember fifteen years ago teachers of science in our High Schools—teachers of Chemistry, Physics, Zoology and Botany—regarded it as nothing short of the rankest heresy that anybody would think that you could evolve what we now call a General Science Course, which would introduce the child to the whole realm of science and give him some appreciation of the meaning of science and its significance in modern life. But we have succeeded in doing that very thing in the Junior High School; and our purpose is to take this child who has just come out of the elementary schools and introduce him to the world of science, arouse his interest in botany, in zoology, in geology, in physics and in chemistry.

Now, let us take the Senior High School, or the Junior and Senior High Schools, as regards two or three other subjects. Let us take Mathematics, for example. What is the content of the Mathematics course in our Junior and Senior High Schools today and how did that content get there? And is it the best content that we might have for the education of boys and girls? How many of you people have learned in school to read a draft? How many of you received a training in College or in High School or in a Junior High School, that would enable you to read one of Babson's charts intelligently? Now, we were teaching partial payments and cube root in our arithmetic courses long after they were absolutely useless in the world of business. And so, ten or fifteen years ago, students began to check up on the content of our Mathematics courses. One of the outstanding studies made in that field was made by some very illustrious men who did not consider it beneath their dignity to investigate the teaching of Mathematics in the grades. They

revealed an astounding amount of matter that was a decade, or two decades, or three decades out of date, so far as anybody ever having any need for skill in the subject matter. In the Social Sciences the same process is going on. What should a boy or girl know about American history when he comes out of the Seventh and Eighth Grade? I remember the histories I studied in those days—Montgomery's Old History of the United States—in the common schools of Indiana. That history represented the author's idea of what ought to be taught in part. It was also largely a re-hash of other text books that had been discarded; and that is the chief way in which text books and courses of study have been made in the last generation, not only for schools and colleges, but for the elementary schools.

Several years ago an engineer, a man who was trained as an engineer, became interested in the science of education, and especially in the problem of the Social Sciences. He eventually became affiliated with the great experimental school attached to Teachers College of Columbia University. He was curious to know what ought to be the content of the course of study in History, Geography and Civics in the Seventh and Eighth Grades, and immediately proceeded to satisfy his curiosity in a systematic way. These are some of the things that he did: on the assumption that when boys and girls graduate from our schools they ought to be familiar with the real social problems of American life and that History ought to be studied with a view to making them interpret these problems, he proceeded to outline a plan of attack.

He and his co-workers selected the outstanding books of the past ten or fifteen years that dealt with social subjects and analyzed them in order to determine the various problems. A list of these problems was then submitted to critics with the result that there was evolved a series of social problems with which the pupils of the Junior High School should be familiar. With these problems in mind they began

to construct their courses of study in history, civics and geography. I will not go into further details as I believe you understand the point that I am driving at. It raises the question—What does the High School exist for? Does it exist for the purpose of preparing boys and girls to pass college entrance examinations, or to take so many units, the content of which has been prescribed by the College, or does it exist for the purpose of *education*. College and High Schools are not as far apart as they once were and we are finding, when we begin to study our problems scientifically, that we still have a tremendous amount of content in our course of study that cannot be justified on any basis whatever other than that of tradition. A short while ago I was talking to a youth who graduated with honors, with especial honors in English, from one of the greatest High Schools in the United States, and, having been all my life a reader of stories of romance and adventure, I asked this lad if he had ever read any of Joseph Conrad's stories. To my astonishment he replied that he had never read any of Conrad's stories, and, as a matter of fact, he had never even heard of Joseph Conrad—and yet he had been studying the *Classics*. Can you imagine a boy growing up in a school in Charles Dickens' day and not knowing about Charles Dickens; or can you imagine a similar condition existing in regard to Shakespeare and his works? Perhaps we would not have studied them; we would not have thought them worth studying. Here is a boy that did not know Joseph Conrad. It isn't any wonder that our boys and girls do not read, when we dissect a few of the English classics in such a painful way that they become utterly disgusted with English literature, and go out and read the novels of Harold Bell Wright and stuff of that kind.

There is still another trend in the curriculum revision movement that I wish to bring to your attention; it is a trend that is pregnant with possibilities and indicative of far reaching results. This trend has been labelled with various names but I desire to use the term *unification* as it seems more sug-

gestive to me. In order to make my point comprehensible I am going to tell you of my own experiences. My preparation for college was rather hurried and consequently it was not as good as it should have been. I had three courses in science in High School—botany, physics and physical geography. The course in physical geography was an excellent one and was taught by an instructor who knew how to interpret his subject so that it had meaning. At the university my interest was in the field of history, but I was compelled to take a college course in science in order to satisfy a graduation requirement. I elected chemistry because it was one with which I had had no contact. But how was that chemistry taught in the course of a year? For instructors we had three men who were primarily interested in research and therefore paid very little attention to those students who were not majoring in chemistry. That course of study, that year of exposure to chemistry, was a distinct disappointment to me as I did not feel that I had learned enough to justify the time spent on it. At the conclusion of the course, I knew very little of the relationship existing between chemistry and the other sciences. There was no unification of my knowledge. As far as I was concerned the sciences that I had had were separate fields of knowledge with no overlapping or common subject matter. I left the university with no knowledge of zoology and geology, and the light that these sciences have thrown upon the problems of life. How much better would it have been if I had had contact with the elementary basic facts of all the sciences with particular emphasis upon their relationship. Such a course in general science would have met my needs and broadened my view of natural phenomena. In the future high schools and colleges will undoubtedly come to realize the place of general science in the curriculum. The various introductory courses in the several sciences will be modified to meet the changing needs of our pupils.

My prediction is that in the next twenty-five years, the dominant theme in educational circles is going to be the

subject of Curriculum Revision. We are going to revise every course of study and in addition we are going to study methods of teaching. You college men have got to come to it; you have got to recognize your confreres in schools of education as knowing as much about education as engineers know about engineering. They can throw light upon the teaching problems throughout the universities. We are going to put pressure upon you from the lower schools; we are going to see that you do not want boys and girls less well taught in the colleges and universities than they are taught, or are going to be taught, in our Junior and Senior High Schools.

It may not seem in good taste for me to come and say that here this morning, but I am sure you will understand the spirit in which I speak. It is not in the spirit of criticism at all. The most useful organization that has existed, almost, in the field of education in this country is the North Central Association in which college men and public school men have been thrown together to study their common projects. My hope is that our legislators and our men of wealth, who have funds to give, may recognize in the next twenty-five years the importance of research. They must realize that we cannot find a solution to this curriculum problem unless we are willing to spend hundreds of thousands of dollars in investigation and research. At the present time we have spent only a few thousand dollars. Do you think that the City of Denver could spend thirty thousand dollars a year any better than in a continuous study of what ought to go into courses of study and how the courses of study ought to be taught?

I do not know whether the people of Denver will be willing to keep up a program of that kind indefinitely, but I can assure you that there is no money that could be better spent than that.

It has been a pleasure to come here and speak to you.

(Applause)

President WILSON: Dr. Newlon, before you go, I hope you will let us thank you for your very helpful address. We have enjoyed it very much, Sir.

I am very sorry to have to state that the next item on the program, a paper on "The Procedure of Registration as a Part of the Education of the Student," by Mr. Edwin Bicknell Stevens, University of Washington, must be omitted. Mr. Stevens has sent us copies which have been placed in your envelopes. In fact, I think most of you have two copies. I am sorry that the item has to be omitted; but we will have to go on.

The next part of our program will consist of two minute talks by Registrars concerning new features in their work. Mr. James A. Gannett, Registrar, University of Maine, is the leader.

Chairman GANNETT (University of Maine): It is with a feeling of timidity that I approach this discussion, because I feel that modesty on your part may prevent you from offering some new features of your work. You may feel that you have no new features which will help any other Registrar. I hope I can convince you that you probably have many features in your work which if passed on to the rest of us will materially assist us in our own work. When we come down to the final analysis, our work is very much the same, day in and day out, college in and college out. Only Tuesday at luncheon, in a most matter of fact, unprepared and unplanned way, I received a suggestion from one of the registrars who sat next to me at the table. I do not think he knew that he was giving me a new idea, or a good idea, but it was just what I wanted. And with that idea in mind, I hope that some of you will feel free to suggest something which you have found helpful in your work so that the rest of us may profit by your experience. Each speaker will be allowed two minutes to describe his suggestion, but there will be ample time allowed for the discussion of each idea.

Who will be the first to offer a helpful suggestion, the most helpful feature of his or her work?

Mr. LITTLEJOHN (Clemson Agricultural College): I think I have been before this organization enough this morning, but I must ask you indulgence again, as I am very much interested in the subject of this discussion. In getting up here—I won't take but two minutes—I feel something like a young fellow down our way who had to compete with a bunch of college boys who were invited to a party in the country. The custom there was somewhat different from what your boys have been accustomed to. The college fellows went to the party that night and found the country boys lined up on the front porch and the girls all lined up on the inside of the room. The country lads never made a move to go in until one of the college crowd went in and started talking to the best looking girl in the room. In a few minutes one of the country boys came in and said, "Mary, how is your Maw?" and she looked at him and laughed, and said, "Maw?" He said, "You know. I don't mean nothing about Maw, I just want to talk with you a little bit." (Laughter). I think that may at least help to start the discussion this morning.

We are lazy folks down our way and we want every labor saving device we can get. For some time I have been experimenting with the addressograph and the graphotype in order to see how many uses they could be put to. The addressograph, as you very likely know, is a machine which handles the plates on which information has been punched by the graphotype. These plates come in different sizes and will take as many as six lines of data. We punch all the information that we need concerning each student on a plate and then use each plate for a variety of purposes simply by manipulating it in the addressograph. Envelopes for the report cards and for notices to the parents are very easily addressed on this machine. Class cards are also made up on it. You will be surprised at the time and the work it saves in your office.

Another suggestion that I would like to make is in regard to the cards used in the Kardex device. When we first installed our Kardex the Company wanted to sell us printed forms; instead, however, we went to work and devised a form of our own with four to six cards printed on a blank with sufficient space to permit it to roll through the typewriter. As soon as these cards were made out they were taken to our print shop and trimmed; in this way we saved considerable money on our blanks. This is the registration card (indicating) which we use in the office. We have the various colors for the classes, or whatever information we wish to record. Here is the student's name, number, his class and other information right before you all the time. For those who use the Kardex I would like to suggest that you can have the cards made up in your own print shop, or, if you do not have one, in the town print shop. I would like to hear what some of the others have to say.

Mr. JULIAN (University of South Dakota): I would like to speak directly after this gentleman, because we have done the same thing. In addition, however, we use a carbonized strip on the back of every card for duplicating our records. There are companies that will do this duplicating work on a large scale and do it as cheaply as the individual offices can do it. Institutions with large enrollments may thus escape the work of handling the carbon paper in duplicating their records.

Chairman GANNETT: Are there any questions anyone would like to ask Mr. Littlejohn or Mr. Julian?

DISCUSSION

Mr. WEST (University of Minnesota): Do you use the Elite machine or the Stencil machine?

Mr. CANADA (University of Missouri): What do those Addressographs cost you per student, approximately?

Mr. LITTLEJOHN: You can buy a machine for about thirty-seven dollars and a half, and from that on up to any amount you desire to pay. The machine for making the plates is what costs. The Addressograph Company has service stations close by; but the Addressograph machine may be bought for thirty-seven dollars and a half and up.

Mr. WEST: The service company will make the plates for about a cent and a half apiece.

Mr. JULIAN: Frankly, the hand machine, where you have to change so often as in our case, works more efficiently than the power machine, because we never have been able to keep anyone on the job. In fact, we don't have enough work to warrant the employment of an expert operator. A person can feed this Addressograph with one hand and do satisfactory work and in no way invalidate the efficiency of the system.

Mr. CLARK (Southern California): I would like to know whether someone knows of an easy method for producing three copies of the student's report on a card that is not so thin as to be inconvenient to handle. I am using an envelope size card, but I would like to reduce the labor of copying it three times.

Mr. QUICK: Is your problem that of making carbon copies?

Mr. CLARK: You cannot make carbon copies on the card.

Mr. QUICK: You can by changing from card to paper.

Mr. WEST: In our office we use the Ditto machine when we need a half dozen copies or less.

Mr. CLARK: On cards, Mr. West?

Mr. WEST: You can put your card on a gelatine plate.

Mr. SAGE: I was unaware that Mr. Littlejohn was to speak on the Kardex System which I have been using in my office during the past year. For our permanent record we use a folded card, eight inches square, with information on both sides. The upper part of the card contains the entrance record and the census data. Most of the time it is folded thus, (illustrating) so that the outside measurements are five inches by eight inches. After the record of the first two years is entered on the face of the card it is folded in this manner (illustrating) and inserted in the same way as before. You can also turn this (illustrating) down to read the records freshman and sophomore years. You can also read in the same way, or at the same time, if you care to, the entrance credits and the entrance data. Which means that at all times all of the data is available without taking the card out or without turning the card over. On the lower margin of the card we have a place for checking. There is a space above each of these classification notices to indicate when the student was promoted from freshman to sophomore standing. This record can be filed away when the student leaves college in a five by eight file.

We find that the Kardex method enables us to save about one-half of the time in recording; six persons working four and a half days recorded the cards of about thirty-nine hundred students, most of whom were taking about eight subjects. The grades were transferred from grade sheets. The Kardex file can be made up into convenient units. We have six units of sixteen slides each, each slide holding from fifty to fifty-five names. The slides are removable, which makes it possible for more than one person to work with the records. The containers are on casters, so that it is possible to move them from one office to another. It is therefore not necessary for all the clerks to

work in a particular section of the room. The equipment is rather expensive, but we believe that we shall be able to pay for it within a few years by the amount of time saved.

Chairman GARNETT: How many colleges represented here are using cards of this type, the Kardex or other types? (Number indicated by show of hands)—Quite a good representation.

Mr. SAGE: The card is printed by the company, but the form is worked out by our office. I am not sure that I agree with Mr. Littlejohn in regard to printing cards from our own design. I think it is better to have the printing done by the company, because in the case of a folded card it would have to be scored very carefully in order for the card to fit the file perfectly.

Chairman GANNETT: What is the next idea?

Miss TABB (State Teachers College, Virginia): At the State Teachers College we have a system that we find of great help to us in recording what each student is doing all through the semester. We have only about eight hundred students. We put each girl's schedule for every quarter on a calendar, allowing five spaces for report, and every two weeks we get a report on the progress of that student. If everything is satisfactory she does not get a report; if she is just passing in a subject, the instructor hands in a warning slip which is recorded as soon as we receive it. The little slip is handed to the student so that she knows how she stands in this subject. These warning slips are turned in every two weeks and by this method we are able to keep in touch with the progress of every student.

Chairman GANNETT: That constitutes a fortnightly report.

Miss TABB: Yes, a fortnightly report.

Chairman GANNETT: How many instructors require reports every two weeks? How many as often as once a week? How many every half semester? How many do not receive reports until the end of the semester? (Indicated by showing of hands.)

Mr. STEIMLE (University of Michigan): We do not use class cards; the teachers' reports are arranged in alphabetical order on report blanks. We take these records and transfer them to a sheet fourteen inches wide that I devised to fit our typewriters. At odd moments during the year when the office work is light, the girls prepare the sheets. Each sheet is ruled vertically with a certain number of lines; in the left-hand space they enter the names of the students and the city and home addresses. In the spaces opposite each name are entered the courses each student is taking. At the close of the term when the reports come in, the girls take about one-third of the sheets and record the grades. When the girls finish we have a complete tabulation of the grades on the sheets, from which the students' reports are made. From the sheets we transfer the grades at our leisure to the permanent record cards. We bind the class reports and the sheets and file them for further reference, if necessary.

Chairman GANNETT: Are there any questions or remarks on Mr. Steimle's suggestion?

MEMBER: I want to say that it is the same system that I use.

We did use a card system, but we find we are working about three times as fast as we did with the old card system which was discarded three years ago.

Mr. STEIMLE: It looks like an awful mess when you are working on those loose sheets, but when you get them together in alphabetical order you have a good record.

MEMBER: May I say another thing that I believe is very helpful? When we used the class cards we were continually having trouble with students who claimed that mistakes had been made in their grades. If we showed them the class cards they would each say, "That is not my grade; my instructor told me I received a higher grade than that." The class card did not contain the signature of the instructor and consequently we were unable to swear to the accuracy of the record. When we had the cards, maybe we had a check and maybe we didn't; but when we have this class report signed by the instructor, there is no come-back. The controversy is shifted from the Registrar's office to the office of the instructor. In other words, if there is any controversy between the student and the instructor, it must be settled by them and not by the Registrar's office. I feel that this plan is the best we have ever had.

Mr. REEVES (Phillips University): I wish to say that we make the class admission cards from the regular enrollment cards, the numbers on the class admission cards corresponding to the order of the subjects on the enrollment card. These cards are returned at the end of six weeks. They are alphabetically arranged, and the cards are numbered 1, 2, 3 and so forth. One person will take the cards and another operate the typewriter. We find that with a helper reading these cards, the information can be transferred to the sheets almost as fast as a person can read. The first semester grades are handled in exactly the same manner. We do not require a class report but take our reports from the class admission cards which are numbered 1, 2 and 3 etc. The grades on the class admission cards are transferred to the enrollment cards and later on to the permanent record cards.

Mr. MARUTH: This business of office efficiency is one which should concern all of us as there are very few offices that are equipped to handle efficiently all of the necessary routine duties. Mr. Grant mentioned yesterday that he was contracting out for certain types of jobs in connection with his office, and I believe that he made the statement that it could be done cheaper than he could supervise it. I believe that his suggestion is worth some consideration.

Mr. DONER (State College of Agriculture, South Dakota): I would like to ask Mr. Steimle to explain how he arranges his plan. For instance, a student may take Botany, English and some other subjects. Do you arrange your instructor's report alphabetically; for instance, English and Botany, so that you get the student's grades all recorded at the same time?

Mr. STEIMLE: No.

Mr. DONER: You don't do that?

Mr. STEIMLE: No.

Mr. DONER: Do you complete the instructor's report on Botany,

or do you complete the report on the students who may take four or five different subjects? Which way do you work?

Mr. STEIMLE: A clerk, confining her attention to the first third of the alphabet, will grab a bunch of sheets and check the names of those in the first third of the alphabet. At the same time, another girl will work with the middle third of the alphabet, but she pays no attention to the upper third or the lower third. It looks like a mess—I guess it is—that is, until all the grades have been recorded. It is a splendid system.

Chairman GANNETT: Was your question answered?

Mr. DONER: Yes, I think it is.

Miss MCGAHEY (University of Nebraska): During the last year we have required the instructors to initial their class cards. We also require that the class lists be turned in, so that we use both the class cards and the class lists. We record from the class cards directly on the record sheets. We keep our permanent alphabetical list, the class list, as our permanent file, and use our class cards to mail the grades out to the students. There are one or two other things that we have done: we have adopted the University of Iowa method of a little booklet which will contain all the necessary information concerning college admission. The essential paragraphs will be marked on the outside. Our correspondence is so heavy in the summer time that we cannot answer letters, and we have, consequently, been forced to adopt another scheme. There are ten thousand graduates of High Schools to whom we have been mailing information. It has gotten to be such a task that we are not going to do it any more. If a student is desirous of entering the University of Nebraska we will send him a properly marked booklet upon the receipt of his request.

Mr. STEIMLE: As I stated a moment ago, the second week of the term we are able to answer the students' questions regarding the term grades. These sheets which contain the student's records are put into the binder, and then from the binder, at our leisure, they are transferred to the permanent record card. The sheets are a temporary affair, I grant you, but they save us a great deal of work which would otherwise have to be done.

Mr. WILLIAMS (State Normal College, Nebraska): Does the student get a report?

Mr. STEIMLE: The report does not go to the student. It goes to the parent or guardian, and indirectly to the student.

Mr. WEST (University of Minnesota): I would like to ask Mr. Steimle to define the word "leisure."

Mr. STEIMLE: Mr. Chairman, I am glad of the opportunity to answer the question, as leisure seems to be a bone of contention between Brother West and myself. I would like also to say that my reply is also in answer to a question of one of the ladies in regard to my office being open at seven-thirty.

We have what is known as the General Office in which all routine administrative business is transacted. This office is open from seven-thirty a. m. until five-thirty p. m. in order to function efficiently. Three girls open the office; three others close it; nine are on duty

during the heavy hours of the day. No girl works over seven and a half hours, and there is absolutely no over-time, seven-thirty sharp to five-thirty sharp. On Saturday all the clerks are on duty from eight a. m. to twelve m. The office is closed from twelve to one p. m. and open from one to four p. m. I will say, for the benefit of the ladies, that my clerks get one month's vacation with full pay—two weeks in what we call the colder season and two weeks during the warmer season. At Christmas and at Easter, the College closes one week. The clerks get two days; but the office is never closed except for particular holidays.

Mr. GRANT (Columbia): I guess I can go Mr. Steimle one better. We keep open from nine a. m. to nine p. m. continuously.

Mr. STEIMLE: I will do that when finances permit.

Mr. STEELE (University of California): I have one question I would like to ask. When John Jones wants a transcript of his record, how do you get it? At the present time we have three files and John Jones' record may be in any one of the three. If he gives us the dates of attendance, the matter is very simple; but if he fails to state this information, we must look in three places, possibly, before locating his card.

Mr. GRANT (Columbia): We have that same problem. We have what we call the Registrar's File. Every student who has ever registered has a card in that file, and there are 184,000 of those filed since 1911.

Chairman GANNETT: Will you please tell us, Dr. Elliott, how you keep your files?

Dr. ELLIOTT (Leland Stanford): We keep a permanent and a current file. In this way we have two places to look.

Mrs. MACHIR (Kansas State Agricultural College): I wonder if our plan might help? Our College was established in 1863, and there is a card for every student who ever registered since 1863 in one alphabetical file.

Mr. CLARK (Southern California): I am very anxious to locate the Registrar who has a *perfect* transcript blank. The blank must contain all the information that the office has concerning the student and in addition must be capable of taking carbon impressions.

Mr. HABRELL: Our system is somewhat like Dr. Elliott's. We have three files, however. The current attendance, the former attendance, and an alphabetical list of every one that has ever been in the College, with the year when he was there opposite the name.

Mr. WEST: We are now arranging a file such as Mr. Grant has described. Our institution has been so badly broken up, that we are assembling all data in one file; and we have this added feature, which possibly Mr. Grant has but did not mention, and that is, we are putting in a special lock file. It is very easy for the clerk who answers questions to pull a card out of the file, and then go to the telephone and forget to put it back.

Chairman GANNETT: Will someone answer Mr. Clark's query?

Dr. ELLIOTT (Leland Stanford): There is too much in that question to answer it directly. Of course, we have a perfect transcript

record. The only things I think we can come to an agreement on are the items that ought to be on the blank. I think we ought to be able to agree on that—the minimum number of items.

Mr. CLARK: What I want is a blank that will furnish for every student who comes into the University, whether he comes in as a Freshman or with advanced standing, all the necessary information regarding his entrance credits, college credits, conditions, etc. If I get a student from Stanford University, I want a blank that will show all of his entrance conditions and all the records he has had there.

Mr. KING (College of Industrial Art, Texas): So far as the transcript blank is concerned, I appointed myself about four or five years ago as a special censor. We have a blank which is not a uniform transfer blank, but it meets your requirements. I will be glad to send you one of my blanks which are used in practically all of the colleges of Texas. I am sorry that I have not one here. I believe that it will serve your purpose fully.

Mr. MARUTH (Iowa State University): I wonder if any of you can give me some help on a problem which we have had for the past three or four years and which, perhaps, is a greater problem in the large institution than it is in the small institution. We have students who come to the University and, with all due respect to our sophisticated sophomore sisters, change their names. It is Alice Mary Smith in the first year, and M. Alice Smith in the second year. We may have sixty Smiths, and we have a great deal of difficulty because of that fact. I wonder if any of you have had an experience similar to that, and if so, whether you have solved it. We have two girls coming from the same town, of the same age, with the same middle and last names and who graduated from the same High School; but they are no relation to each other. How are you going to keep their records separate?

Mr. WEST: We had an Alice Smith filled out on the matriculation card, and later on she was Alyce.

Chairman GANNETT: Who will answer Mr. Maruth's question?

Mr. HOFFMAN (Penn. State): We happen to have at the present time two persons with the same name—two Smiths and two Joneses—and one pair from the same town. We arbitrarily numbered their names and those numbers go with them in every class. The students themselves see that the numbers are included.

Mr. WILLIAMS (State Normal College, Nebraska): Suppose a student is registered in a class as Alice Smith, and later on changes her name to Alice Smith Brown. Do you write Alice Smith Brown on the transcript, or Alice Smith?

Chairman GANNETT: What is the process, Mr. Ross?

Mr. ROSS: Write both names, Alice Smith and Alice Smith Brown. In securing the grade report at the end of the semester, I am insisting that the instructors write all three names of the student.

Chairman GANNETT: In securing the grade report at the end of the semester, how many insist that the instructor write all three

names of the student? How many are satisfied with the middle initial? How many have simply the first name and last name? (Response indicated by show of hands.)

In giving your final report at the end of the semester, how many have the full name, all three names, sent in with grades? Please raise your hands. It seems to me that is the only way to avoid misunderstanding.

Mr. STEIMLE: On all our cards we have the notation, "Write your name plainly, as you wish it to appear upon your report." We have got in the habit of doing that, and the Faculty members give the names that way. We have to make a few changes, of course.

Dr. ELLIOTT (Leland Stanford): We furnish the instructors with a typed list of the name of the students in every class for the report, and our typists use only the initials, unless there are students of the same name.

Chairman GANNETT: We have two minutes left for further suggestions.

Mr. WEST: We have two schemes we use in Minnesota; neither of which I have anything to do with, but they are very convenient. The first thing is our students' post-office, and in conversation with people here, I find that very few have it. We have fifteen thousand boxes, and one is assigned to each student the minute he matriculates, so from that moment he is responsible for any letters that go into the post-office. The second is our official daily bulletin in which general notices to groups, individuals and committees may be published. Every member of the staff and every student is responsible for all notices appearing on the bulletin. These things save our office time and work, and I think you will find them worth while.

Chairman GANNETT: Our time is up, and we must close. I will turn the meeting over to the President.

BUSINESS SESSION

The Convention went into business session at 3 p. m., with President Wilson presiding.

President WILSON: The first order of business this afternoon is the report of committees. I will call for a report on membership and attendance from the Secretary, Mr. Quick.

Secretary QUICK: I am sure we will all be delighted to know that there has been a very steady increase in the growth of membership in the American Association of Collegiate Registrars. As indicated in the Spring Bulletin, I am confident we cannot overlook the fact that much of this growth has been due to the splendid work of Mrs. Lelia G. Hartman, our second Vice-President, during the last year. In 1922 our total membership was 239; in 1924, over an extent of two years, 299, a growth of sixty, a net growth for each year of thirty; in 1925, on this date, the membership totals 331. (Applause.)

Now, very briefly, I would like to call your attention to the representation from the various states, and it will only take a minute:

Arizona	1
Arkansas	1
California	8
Colorado	13
Idaho	2
Illinois	6
Indiana	2
Iowa	3
Kansas	6
Kentucky	1
Maine	1
Maryland	3
Massachusetts	2
Michigan	4
Minnesota	1
Mississippi	1
Missouri	5
Nebraska	5
New Jersey	2
New York	3
North Carolina	3
Ohio	5
Oklahoma	3
Pennsylvania	6
South Carolina	1
South Dakota	1
Texas	4
Utah	2
Virginia	1
Washington	1

Washington, D. C.....	2
Wisconsin	1
Wyoming	1

Making a total of.....101

And we might add there, Dr. D. A. Robertson, of the American Council on Education, which would make a total of 102 at this convention, representing thirty-two states of the Union. I think we may all be proud of that, too.

The Committee on Registration has just handed me a report which I will read. It increases the total of those in attendance by four.

"Report of the Committee on Registration:

Your Committee on Registration begs leave to report that 105 members have been registered, of which 76 are men and 29 are women, and these representing institutions from 33 states of the Union.

Mr. OWEN B. TROUT,
Mrs. JOSEPHINE MORROW,
Mr. CHARLES R. BURGER, *Chairman.*"

President WILSON: We will next have the report of the Nominating Committee.

Mr. GRANT: Mr. President, ladies and gentlemen: As Secretary of your Nominating Committee, I have the honor to present the following recommendations of the Committee:

For President—Mr. G. P. Tuttle; For First Vice-President, Mr. R. M. West; For Second Vice-President—Miss M. T. Moore; For Third Vice-President—Mr. C. R. Burger; For Secretary—Mr. J. G. Quick; For Treasurer—Mr. W. M. Hillegeist.

Mr. West, Chairman of this Committee, was exceedingly reluctant to allow his name to appear on this ticket, but in view of the great preponderance of the votes cast for him he has been prevailed upon to consent.

Respectfully submitted,

EDWARD J. GRANT,
Secretary, Nominating Committee.

Mr. GRANT (continuing): I move the adoption of this report.

Mr. COMPTON: I second the motion.

President WILSON: Is there any discussion? If not, I will call for the vote. So many that favor this motion, say "Aye," opposed, "No." The motion is carried.

We shall next have the report of the Committee on Resolutions, Mr. Gillis.

Mr. GILLIS: There was one resolution submitted too late to be considered by the Committee. I think it is worthy of your consideration and I would like for Mr. Armsby to explain it to you.

Mr. ARMSBY: I must plead ignorance for not getting this reso-

lution to the Committee in time for them to act upon it. I would like very much to be able to report to the Deans of Men next week that the Registrars took some action on the proposition which I submitted yesterday morning, and I am offering this resolution for the approval of this body:

"Be it Resolved by the American Association of Collegiate Registrars, in convention assembled,

First: That this Association is in sympathy with the Deans and Advisors of Men in their attempt to evolve a uniform method of reporting averages of student organizations.

Second: That this Association approves the principle of the plan proposed by the Committee of Deans and Advisors of Men to this end.

Third: That this Association will encourage its members to use this plan so far as feasible."

The resolution will not bind the Association or any individual member for an absolute acceptance.

President WILSON: Do you wish to include that in your resolutions, or have it acted upon separately?

Mr. GILLIS: Separate action.

President WILSON: Do I hear any motion with reference to this resolution?

Mr. GILLIS: I move the adoption of the resolution.

(The motion was regularly seconded.)

President WILSON: Is there any discussion? As I understand it, Mr. Armsby, your resolution is simply to the effect that the Association of Registrars looks with approval upon your general scheme to have some uniform method by which grades of individuals, or of groups, may be reported in such a way as really to be intelligible anywhere. And it appears that this method presented by Mr. Armsby meets that purpose. If there is no discussion, I will call for the vote. So many as favor this resolution will say "Aye;" opposed "No." The motion has been carried.

Mr. GILLIS: Mr. Chairman, I would like to include this in part one of my report as printed.

Mr. Chairman:

The Committee on Resolutions begs to submit its report in two parts:

PART I

Be it Resolved, That the American Association of Collegiate Registrars in its thirteenth annual meeting assembled,

First, extend grateful acknowledgment to its officers for their successful arrangements for transportation and for the arrangement and carrying out of a helpful and constructive program,

Second, that the Association express its sincere appreciation to the University of Colorado for its cordial hospitality, and to Mr. Burger, Miss Erskine, Mr. Trout, Mr. Cooper and their associates for their untiring efforts on our behalf and for their admirable arrangements for our comfort and pleasure,

Third, extend its thanks to the Chamber of Commerce and to the local press for their interest in our visits,

Fourth, regrets the absence of W. D. Hiestand, Registrar of the University of Wisconsin, who on account of ill health is unable to be with us.

Be it Further Resolved,

First, that this Association is in sympathy with the Deans and Advisors of Men in their attempt to evolve a uniform method of reporting grades of student organizations:

Second, That this Association approves the principle of the plan proposed by the Committee of the Deans and Advisors of Men to this end:

Third, that this Association will encourage its members to use this plan so far as feasible.

This Committee has carefully considered the excellent paper on Educational Foreign Exchange read before this Association on Tuesday, by Dr. David A. Robertson, Assistant Director of the American Council on Education. *Be it therefore resolved*,

First, that we appreciate fully the importance of the suggestions made by Doctor Robertson with reference to a full study of foreign institutions of higher learning.

Second, that we stand ready to cooperate in every possible way with the American Council on Education in its work along this line.

PART II

In memory of Ross Jewell, Frances Hanna Scott, Arthur G. Hall.

ROSS JEWELL

Ross Jewell, Consulting Registrar of Syracuse University, died January 8, 1925. Doctor Jewell was graduated from Syracuse in 1896. For some years he taught in secondary schools—at Kochler Institute, Philadelphia, Friends Academy, Long Island, and in high schools in New York and Connecticut; he was also, for a time, instructor in German at Yale. Meantime he had been pursuing graduate studies at Pennsylvania and in 1907 received the degree of Doctor of Philosophy from that University. The following year he returned to Syracuse as instructor in English. He was made assistant professor in 1911, associate professor in 1915 and professor in 1917. In 1914 he was appointed Registrar and served in that capacity until 1924 when he became Consulting Registrar.

Doctor Jewell was an interested member of the American Association of Collegiate Registrars and his loss to the Association and to the profession will be keenly regretted. He had the qualities of tact, patience, and human sympathy which we recognize as fundamental in our calling and the grasp of principles and administrative details which made him successful and honored in his University. The Association expresses its appreciation of his character and extends its sympathy to his family and friends.

FRANCES HANNA SCOTT

Mrs. Frances Hanna Scott, who had served as Registrar and Librarian of the Michigan College of Mines for a period of thirty-one years, passed away at her home in Houghton, Michigan, July 25th, 1924.

The birthplace of Mrs. Scott was Artemisia, Ontario, but the greater part of her early life was spent in Detroit. She graduated from Detroit Teachers College and for a time taught in the schools of that city. In 1893 she was appointed to the position in the College of Mines which she held at the time of her death. Shortly after coming to Houghton she married Dr. W. P. Scott, who survives her.

Mrs. Scott became a member of the Association in 1919 and has been present at several of its meetings.

Be it Resolved, therefore, that in adopting this brief tribute we express our sorrow at the loss of a faithful and loyal associate, and our sympathy to her family, co-workers and friends.

DR. ARTHUR GRAHAM HALL

Dr. Arthur Graham Hall for many years represented the University of Michigan in the activities of the Association. Doctor Hall was one of the charter members of our organization and has acted for the Association on many important committees serving as our President in 1922. His enthusiasm, splendid ideals, wholesome humor and fine spirit of helpfulness made him an invaluable member. In his death the Association has lost one of its ablest members, and his associates are separated from a loyal and delightful friend. The Association extends its sympathy to the bereaved family, to his associates on the faculty and to the Board of Regents of the University of Michigan.

J. B. EDMONSON,
O. L. ELLIOTT,
CAROLINE B. GREENE,
EZRA L. GILLIS,

Committee on Resolutions.

President WILSON: It is fitting that the American Association of Collegiate Registrars show its respect to our departed friends by rising and standing. We will consider that the latter part of the report is adopted by that rising vote.

We shall now have the report of the Treasurer of the Association, Mr. Hillegeist.

Mr. HILLEGEIST:

FINANCIAL STATEMENT, 1924-25

Balance—March 26, 1924 (see 1924 Proceedings, p. 200) ..	\$2,096.84
Checking account.....	\$ 966.55
Savings account.....	1,130.29
	<hr/>
Receipts from dues and proceedings.....	1,656.00

Dues	\$1,600.00	
Proceedings	56.00	
Interest on savings account.....		\$43.15
Total		\$3,795.99
Disbursements		1,642.93
Balance on hand—April 9, 1925.....		\$2,153.06
Balance in checking account.....	\$1,078.11	
“ “ savings account.....	1,073.44	
Cash on hand.....	1.51	
Total	\$2,153.06	

RECEIPTS, 1924-25

Date	Deposited in bank	Dues	Proceedings	From Savings a/c
5/1/24	\$ 37.00	\$ 35.00	\$ 2.00	
7/14/24	66.50	65.00	1.50	
*8/14/24	100.00			\$100.00
10/17/24	123.50	110 00	13.50	
10/21/24	176.00	175.00	1.00	
10/22/24	50.00	50.00		
10/23/24	55.00	55.00		
10/27/24	150.00	150.00		
10/31/24	104.00	100.00	4.00	
11/5/24	55.00	55.00		
11/13/24	205.00	200.00	5.00	
11/17/24	55.00	55.00		
11/20/24	60.00	60.00		
12/1/24	66.50	60.00	6.50	
12/12/24	55.00	55.00		
12/29/24	46.50	45.00	1.50	
1/12/25	25.00	25.00		
1/19/25	50.50	45.00	5.50	
1/30/25	35.00	35.00		
2/7/25	44.00	40.00	4.00	
2/24/25	66.50	65.00	1.50	
3/6/25	35.00	35.00		
4/6/25	95.00	85.00	10.00	
	\$1,756.00	\$1,600.00	\$ 56.00	\$ 100.00

* \$100.00 transferred from savings to checking account.

DISBURSEMENTS, 1924-25

Date	Checks	Payee	Explanation	Amount
1924	No.			
4/7	62,	Ben D. Wood,	Expenses, convention speaker.....	\$ 103.00
4/10	63,	J. G. Quick, Sec'y,	Misc. convention expenses.....	5.80
4/10	*64,	J. G. Quick, Sec'y,	Petty cash account.....	25.00
4/15	65,	Alan Bright,	Convention expenses.....	1.69
4/23	66,	University of Chicago,	Convention expenses.....	7.50
4/23	67,	Robert W. Stevens,	Quartette at banquet.....	25.00
4/23	68,	Flanigan Pearson Co.,	Printing banquet programs, etc...	20.00
4/23	69,	G. P. Tuttle,	Banquet ticket for Dr. Babcock..	3.00
4/23	70,	Univ. of Pittsburgh	Printing convention material....	17.52
4/23	71,	Kendric C. Babcock,	Expenses, banquet speaker.....	15.12
4/23	72,	Kendric C. Babcock,	Honorarium, banquet speaker....	25.00
5/8	73,	Alling and Gory Co.,	Envelopes for convention.....	7.28
5/13	74,	Elven J. Bengough,	Convention stenographer.....	143.00
6/3	75,	Univ. of Pittsburgh,	Printing programs, etc.....	37.24
6/3	76,	Congress Hotel,	Telephone account.....	1.50
6/3	77,	Univ. of Pittsburgh,	Tel. and tel. expenses for sec'y...	31.59
8/11	78,	Juliette King,	Clerical assistance for sec'y.....	32.50
8/11	*79,	J. G. Quick, Sec'y,	Petty cash account.....	25.00
8/11	80,	Pittsburgh Print. Co.,	Print. & mail. 1924 proceedings..	629.42
10/21	81,	Am. Coun. on Education,	Dues for 1924-25.....	10.00
10/28	82,	Univ. of Pittsburgh,	Printing letterheads.....	5.83
11/17	83,	Horn, Shafer Co.,	Making receipt books for treas...	11.76
11/22	84,	Univ. of Pittsburgh,	Printing for secretary.....	14.10
11/24	85,	Juliette T. King,	Clerical assistance for sec'y.....	13.80
11/24	*86,	J. G. Quick, Sec'y,	Petty cash account.....	25.00
12/5	87,	Univ. of Pittsburgh,	Printing for secretary.....	4.67
12/11	88,	W. M. Hillegeist, Treas.,	Expenses, executive committee....	67.76
12/12	89,	J. G. Quick, Sec'y,	Expenses, executive committee....	42.55
12/15	90,	G. P. Tuttle. 1st V. P.,	Expenses, executive committee....	31.75
12/15	91,	Ezra L. Gillis,	Expenses, executive committee....	12.65
12/22	92,	Thos. J. Wilson, Jr., Pres.	Expenses, executive committee....	30.45
12/29	93,	Univ. of Maryland,	Stamps for treasurer.....	10.00
12/30	94,	Katherine Toomey,	Notarial charges.....	3.00
1925				
1/9	95,	Hohnstine and Schrand,	Printing membership application..	14.50
2/7	96,	Lelia G. Hartman, 2d VP,	Membership committee expenses..	4.50
2/24	97,	Elizabeth Shane,	Clerical assistance for sec'y.....	2.10
3/5	98,	Univ. of Pittsburgh,	Printing for secretary.....	7.30
3/16	99,	A. H. Brockett,	Song sheets for Boulder banquet..	3.75
3/19	100,	Pittsburgh Print. Co.,	Print. and mail. spring bulletin..	129.90
3/27	101,	Katharine Tomey,	Notarial charges.....	1.00
4/1	102,	Univ. of Pittsburgh,	Tel. and tel. expenses for sec'y...	6.74
4/1	103,	Gertrude Schilling,	Clerical assistance for sec'y.....	4.80
4/2	104,	Whitehead & Hoag Co.,	Lapel bars for convention.....	30.37

\$1,644.44

* Check 64, Petty cash account for sec'y.. \$25.00

* Check 79, Petty cash account for sec'y.. 25.00

* Check 86, Petty cash account for sec'y.. 25.00

\$75.00

Petty cash acct. expenditures, per sec'y's statement.. 73.49

Cash in hand, per sec'y's statement..... \$1.51

1.51

Net disbursements.....

\$1,642.93

President WILSON: You have heard the report of the Treasurer. Is there a motion?

Mr. GRANT (Columbia): I move the adoption of the report of the Treasurer.

Mr. COMPTON: I second the motion.

President WILSON: Is there any discussion? So many as favor the adoption of this report of the Treasurer signify by saying "Aye;" opposed, "No." The report is adopted.

We will next have the report of the Auditing Committee.

Mr. FOSTER: Your Auditing Committee desires to report that it has carefully inspected the records of the Treasurer of the Association; has checked all receipts, vouchers and cancelled checks; has compared the report of the Treasurer with bank statements; has verified the entries of receipts to the credit of the individual institutions making payments of membership dues; and finds the record carefully and accurately kept. Treasurer Hillegeist has had no small task, and the Committee desires to compliment him for the efficient manner in which he has served the Association.

The membership of the Association, with its resulting increase in business, is growing rapidly. In the light of this growth your Committee presumes to recommend for the relief and guidance of the various officers of the Association and for the assistance of future auditing committees, the appointment of a committee whose special duty it shall be to prepare a comprehensive budget covering all probable and legitimate expenditures of the Association for the ensuing year; and further, that Ezra L. Gillis be appointed and made chairman of this Budget Committee in recognition of his long experience as an administrative officer of the organization.

Respectfully submitted,

L. J. KINCANNON,
J. C. LITTLEJOHN,
GEORGE O. FOSTER,

Chairman, Auditing Committee.

President WILSON: You have heard the report of the Auditing Committee.

Mr. SMITH: I move the adoption of the report.

(Motion was regularly seconded)

President WILSON: The only particular matter that is new in the report is the last clause with reference to a Budget Committee. I think I might venture the remark that I consider it an advance step, Mr. Foster, and I hope it will be adopted. It is the only satisfactory way of conducting a business of the size of ours.

Mr. MATHEWS: I would like to ask Mr. Gillis if he keeps the family budget? (Laughter)

President WILSON: So many as favor the adoption of the report signify by saying "Aye;" opposed, "No." The report has been adopted.

The next on the list of reports is the report of the Committee on "A Code of Ethics for Registrars," Mr. Steimle, Chairman.

Mr. STEIMLE: President Wilson and members of the Association, The proposed code is as follows:

1. To believe in my vocation and in the obligation it sustains to home and country.
2. To realize that others have rights and that the dignity and character of my office can best be preserved through unstinted service to patrons.
3. To increase my personal efficiency in the discharge of my duties through frequent contact with members of the craft and study of successful methods adopted by them.
4. To administer my office so as to reflect credit upon my vocation and the American Association of Collegiate Registrars, to which I pledge my support.
5. To understand that one of the greatest assets of the institution I represent is its friends and that the highest justice and morality, therefore, shall characterize all my dealings with students and others.
6. To realize that the everyday detail of duties performed by my office is secondary to the opportunity to add my influence in the building of character through personal contact outside my official capacity.

J. C. LITTLEJOHN,

G. O. FOSTER,

C. P. STEIMLE,

Chairman.

Mr. STEIMLE (Continuing): I wish to say that we are indebted to one member of the Committee, Mr. Foster, for the above. I move the adoption of the report.

Mr. HILLEGEIST: Mr. President, I second that motion.

President WILSON: The report of the Committee on a Code of Ethics for Registrars is before you. The motion has been made to adopt it and has been seconded by Mr. Hillegeist. Is there any discussion.

Mr. MATHEWS: I would just like to ask why a code of ethics? What is the point? What is the value?

President WILSON: Mr. Mathews asks for the reason, Mr. Steimle. Have you any announcement at this time, or at any time, as to the reason for a code of ethics for this Association? Will you as Chairman, or Mr. Foster, as alternate favor him with a statement?

Mr. STEIMLE: Mr. Wilson, the question was fully discussed at the meeting in Chicago and a favorable motion made. The Committee felt it could do nothing else than proceed and present the code of ethics. I think in the light of the fact that practically all professions and crafts have adopted codes of ethics, that it is probably within the province of this Association to do so also.

President WILSON: I should like to read from the proceedings of last year this statement, Mr. Steimle, for your benefit: "The following report of the Committee on A Code of Ethics was presented

by Mr. Steimle of Michigan Normal and was adopted: Your Committee on a Code of Ethics for Registrars met with the Executive Committee of the Association, and wishes to report approval of the formulation of a code, but, realizing the importance of the matter, it deems it best to postpone any definite action until a later meeting." Mr. Stone of Purdue moved that the present committee be continued to give this matter further study. The motion was seconded and carried.

Mr. Mathews, does that help you? Will you state any objection?

Mr. MATHEWS: Well, I don't think we are a group that needs a code of ethics. We are not a craft, in that sense, and I just don't see any point in adopting something and paying no attention to it. It will do no particular good in making a pronouncement of something which we all take as a matter of course. We are not a Rotary Club or an organization of that sort, and I just don't see much point of having a code of ethics, that is all.

Mr. HILLEGEIST: Mr. President: In voicing my approval of the report of the Committee, I have in mind that we do not go to church simply to be told by the preacher that what we have done during the past week meets with the approval of the plan of salvation, and so on; we go there to strengthen ourselves spiritually. The Ten Commandments are given in the Old Testament. We still use them. We have not discarded them. They constitute the fundamental code of Christianity, and there is no reason in the world so far as I can see that we should not have something of an idealistic nature to read once in a while. This code has never been expressed in writing. It will be printed in the proceedings and may be referred to from time to time without any trouble. If I have followed Mr. Mathews' comment and understand what he has said, I can see no objection at all for the American Association of Collegiate Registrars to show to the world—and that is exactly what it is—the makeup of the conception of our duty, not only to our profession but to our institution. It is my hope that the Association will approve the recommendation of the Committee.

President WILSON: Is there further discussion? If not, I will call for a vote. So many as favor the adoption of the report of the Committee on a code of ethics will signify by saying "Aye;" opposed, "No." The motion has been carried.

Mr. WEST: I was very much impressed with what Mr. Hillegeist had to say. I have never signed a pledge of any kind, but now that this has been adopted I want to have you read that code of ethics each year at the annual convention. (Laughter)

President WILSON: The next report is from the Committee on Intelligence and Achievement Tests, Mr. Edward J. Grant, of Columbia University, Chairman.

Mr. GRANT: Mr. President, and members of the Association: This report contains the recommendations of the Committee on an Intercollegiate Personnel Bureau.

High schools and academics throughout the United States are each year turning out several hundred thousand graduates, many of whom are headed toward further study at higher institutions

of learning which are already crowded to capacity. To find effective methods of selection is therefore becoming a major problem for our colleges and universities. Under existing conditions many of the candidates selected prove to be disappointing and after one or two years of lame effort are forced to drop out. Visualize for a moment the appalling waste of time, energy and money which results from these misplacements. Let us assume that 25,000 such misplacements annually result in an average loss of one year, and this seems conservative. The aggregate waste measured in economic values alone would be estimated at \$50,000,000. As against such misplacements there are no doubt many thousands of secondary school graduates excellently equipped for higher education who have never been discovered. The colleges have thus lost much good talent.

At the 1924 meeting of this Association Dr. Ben D. Wood of Columbia University read a paper on College Admissions in which great emphasis was laid on the need of some sort of machinery for obtaining definite and accurate information about candidates for admission to the colleges. In that paper the organization of a Collegiate Personnel Bureau was suggested and an interesting discussion on the subject followed. As a result the Association took definite action in the matter of appointing a committee, consisting of the following, to consider a plan and to report their findings: Messrs. Bright, Dempster, Leighton, McBride and Grant.

- I. There would be a central Collegiate Personnel Bureau with branches throughout the country covering designated zones.
- II. Within these zones each sub-bureau would gather data for each student at the end of the third year in preparatory school. Such data would consist of information as to a student's environment, accomplishment in school, social and economic activities, and native ability based on an intelligence test.
- III. With the cooperation of the state boards of education it would be possible to set aside one or two days, say early in June, when every student in the third year of school would take an intelligence test and file his personal record on a card furnished by the Bureau. At the same time the principal of each school would record on the card the student's accomplishment in high school subjects.
- IV. The sub-bureaus would handle the intelligence tests, recording the student's score on the personnel record card. When this is done there would be on file with the Personnel Bureau several hundred thousand complete records for students in the third year of preparatory school. The colleges would then have a whole year to pick their candidates with the aid of these records.
- V. It would be possible for a college to obtain on short notice a photostatic copy of any record in the files of the Bureau, upon payment of a small fee.

A brief description of the plan with its possibilities is all that we can attempt to give at present. A great project can not be brought into being with a wave of the hand. Many factors enter into it requiring most careful study and research not only from academic but also from practical points of view. At least in theory the project has a gripping appeal to those who seek to find more exact and effective methods for selecting college student personnel,

for it provides the most reliable measure known for weighing potential mentality.

Turning to the practical side of the plan we find first that we are facing a stupendous undertaking requiring vast sums of money to make it go. It is estimated that expenses of administration would run up to not less than \$300,000 annually. Where is this money to come from? It has been suggested that the expenses be shared by member institutions. But would a sufficiently large number participate to keep the per capita cost within reasonable bounds? Can we be assured that at least two hundred would join in a cooperative scheme for the support of an Intercollegiate Personnel Bureau? It should be remembered however, that the entire expense would not necessarily have to be shared by member institutions. As in the case of the College Entrance Examination Board where membership dues are very moderate, examination fees may cover the bulk of expenses for administration. It is very doubtful whether state universities, restricted by law as to entrance requirements, could be counted upon to support a plan of this sort without legislative sanction. Other institutions, satisfied with their present methods of admission, may be slow to foster an untried plan. Still others, while showing great interest in the project, would prefer to wait until the value of personnel records and intelligence tests has been proven. There are some also who, regarding high school education as an end in itself, would positively oppose the plan on the ground that its influence on general public educational systems may become unwholesome. They contend that high school systems, after all, are designed primarily to train a large majority of young people for life work and only a small minority for college entrance.

Mindful of these considerations it is the sense of your Committee that attempts to launch a project of this sort would be futile without some carefully conceived preliminary plan of action. To start with, one thing seems to stand out as absolutely necessary and that is to find means of establishing concrete proof of the effectiveness of intelligence tests and personnel records. The results of most intensive and thorough researches in these fields must first be brought to light and presented to the state departments of education and institutions of higher learning. This may be accomplished with the cooperation of agencies already in the field, such as the Committee on College Entrance Tests of the National Research Council and the Achievement Test Research under the auspices of the Bureau of Collegiate Educational Research at Columbia University. It will then remain to be seen whether the state legislatures or the colleges will take the initiative toward the establishment of a personnel bureau. Failure on the part of the states to foster the project would make it necessary for agencies such as this Association to turn to the colleges with a definite budgetary plan with a view to enlisting enough members to make the project practicable.

The Committee's thanks are due Dr. B. D. Wood of Columbia University for his counsel and advice in the preparation of this report.

Respectfully submitted,

COMMITTEE ON INTERCOLLEGIATE PERSONNEL BUREAU,

EDWARD J. GRANT, *Chairman.*

President WILSON: You have heard the report of the Committee on Intelligence Tests, or, rather, the report of the Committee on An Intercollegiate Personnel Bureau. Mr. Grant, do you wish any action to be taken upon the report?

Mr. GRANT: Mr. Chairman, in connection with the Committee's recommendation as to the preliminary studies of the value of personnel records and intelligence tests, I recommend that our own Committee on Educational Research make a preliminary study of these two points.

President WILSON: You recommend, then that your report be referred to the Committee on Educational Research?

Mr. GRANT: Yes, and I make such a motion if it is in order.

Mr. DEMPSTER: I second the motion.

President WILSON: The motion has been made and seconded that the report on an Intercollegiate Personnel Bureau be referred to the Committee on Educational Research. Is there any discussion? So many as favor, say "Aye;" opposed, "No." The motion has been carried.

Last year in Chicago at the business meeting of the Association, Mr. Hillegeist, the Treasurer, brought up certain matters connected with the constitution and pointed out certain deficiencies in the old constitution. He then made the motion to appoint a committee to take up the constitution and revise it where it seemed necessary and report it to the meeting of the Association this year. The Committee was composed of Mrs. Hartman, Mr. Tuttle and your present President. We had a meeting last December and after a considerable amount of correspondence with various members of the Association and with one another, we have a drafted tentative form or rather a proposed form of constitution to present. Mr. Tuttle will read it.

Mr. TUTTLE: Mr. President: In this revised constitution there are no radical proposals at all. I will ask Mr. Quick to follow the reading of the new constitution and compare it with the old, and if I have omitted any changes he can call our attention to it.

THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

SUGGESTED REVISED CONSTITUTION

ARTICLE I—NAME.

The name of the organization shall be the American Association of Collegiate Registrars.

ARTICLE II—PURPOSES.

The purposes of this association shall be to provide, by means of annual conferences and otherwise, for the spread of information on problems of common interest to its members, and to contribute to the advancement of education in America.

ARTICLE III—MEMBERSHIP.

Any officer charged with the duty of registration or of passing upon entrance credentials or of recording the standings of students

in any recognized college or university in the United States or in Canada, shall be eligible to membership on payment of an annual due of five dollars. It is understood that membership is either institutional or personal. Any member of the Association is eligible for associate membership, without fee, upon retiring from the office of registrar of his institution.

Any member, who shall fail to pay his annual dues for two successive years, will, after notice in writing from the Treasurer, be dropped automatically from the list of members.

ARTICLE IV—OFFICERS.

1. The officers of this association shall be a president, a first vice-president, a second vice-president, a third vice-president, a secretary, and a treasurer. These officers shall be elected by ballot at each annual meeting, a majority vote of those present being necessary to election. They shall hold office from the adjournment of the meeting at which they are elected until the adjournment of the next annual meeting.

2. Duties of officers.

(a) It shall be the duty of the president to assume full responsibility for all the general activities of the association, to conduct all necessary correspondence with the members in regard to the annual program, and with the assistance of the Executive Committee to arrange the program. All bills must be approved by the president before payment. He shall refer to an auditing committee the annual report of the treasurer. In case the office of president becomes vacant the order of succession shall be first vice-president, second vice-president, third vice-president.

(b) It shall be the duty of the second vice-president to have charge of the campaign for extending the membership of the association.

(c) It shall be the duty of the secretary to keep an accurate list of the members of the association, correcting same from time to time upon the advice of the treasurer. He shall be the custodian of the records of the association. He shall, with the assistance of a stenographer, keep the minutes of the annual meeting. He shall have in charge the printing and distributing of the proceedings of the annual meeting. He shall keep the minutes of meetings of the Executive Committee.

(d) In addition to the usual duties of the office, the treasurer shall collect the membership dues and shall report changes in the list of members to the president, the second vice-president and the secretary. He shall make an annual report to the Executive Committee.

ARTICLE V—EXECUTIVE COMMITTEE.

The officers named in Article IV shall constitute an executive committee, with power to fix the time and place of the next annual meeting, to assist the president in arranging the program, and to make other necessary arrangements.

ARTICLE VI—AMENDMENTS.

This constitution may be amended at any annual meeting by a two-thirds vote of the members present and voting.

Mr. QUICK: I might add that the latter part of Article IV, as read by Mr. Tuttle, is just a clear definition of the duties of the officers. Never before has it been in the constitution.

Mr. HILLEGEIST: Mr. President, I move that the report be adopted.

(The motion was regularly seconded.)

President WILSON: Is there any discussion? Would anyone like to have more information about any particular point?

DISCUSSION

Mr. J. E. RETHERFORD (Idaho Technical Institute): Mr. President: I am wondering, since hearing that report, whether I am eligible. I come from a junior college.

Mr. HILLEGEIST: There are already three junior colleges in the organization.

President WILSON: Nothing is said in the constitution as to whether or not the institution shall confer degrees, as to whether it is a degree conferring institution or not. There are in the association, as Mr. Hillegeist has just stated, three other junior colleges.

Mr. HILLEGEIST: Recognized junior colleges.

President WILSON: Recognized junior colleges within the association, yes, sir. If your institution is a recognized junior college, you are eligible to membership.

Mr. TUTTLE: Might we change that to read "Recognized institutions of higher learning?" We do not say anything about normal colleges, for example.

Mr. GILLIS: I move that it be interpreted so as to include junior colleges in order to make them feel perfectly free.

President WILSON: Is there any question? Mr. Gillis has made a motion that this statement as to eligibility be interpreted to include junior colleges. Your motion is a matter of interpretation, isn't it, Mr. Gillis?

Mr. GILLIS: A matter of interpretation.

Mr. KERR: Should not that also be made to include normal schools?

Mr. HILLEGEIST: There are several normal schools.

President WILSON: It does include normal schools also.

Mr. KERR: If we are going to make a statement of interpretation, we ought to make it comprehensive and have it included in the motion.

Mr. GILLIS: I have no objection to any change, any college that is recognized as a four year college or as a junior college. Normal schools would come within that class.

President WILSON: You accept the amendment?

Mr. GILLIS: Yes.

Mr. MATHEWS: It seems to me that Mr. Tuttle's suggestion was the better one—"Institutions of higher learning."

President WILSON: Do you move that as a substitute?

Mr. GILLIS: I will withdraw my motion.

Mr. MATHEWS: Then I move that we substitute "Institutions of higher learning."

President WILSON: Mr. Mathews moves that the wording be changed so as to have it instead of "any recognized college or university of the United States or in Canada" that it read "any recognized institution of higher learning of the United States or in Canada."

(The motion was regularly seconded.)

Mr. COMPTON: There is a question of whether that would include medical schools, law schools or other departments of the university.

President WILSON: We are perfectly willing to admit those registrars. We have had visitors from them in the past on various occasions.

Mr. MATHEWS: I should think the gentleman having now uniform blanks for medical schools would be satisfied.

President WILSON: He is. Is there any other question?

Mr. KERR: I didn't hear any reference in the section concerning the duties of officers as to the duties of the third vice-president, although such an officer is mentioned.

President WILSON: The duty of the third vice-president is simply to sit and wait. That also is the duty of the first vice-president. The second vice-president is the only one that has assigned duties outside of the president, secretary and treasurer.

Mr. FOSTER: I do not mean to cast a reflection upon anybody, but I would like to raise the question whether it would not be wise, in the continuation of the life of this Association, to make it possible for an officer of the smallest institution in the United States to become president of this Association?

President WILSON: These officers are elected by ballot at each annual meeting, the majority vote of those present being necessary to elect them. The method of election has been for many years the passing around of the ballots among all the members present at the meeting, and having them write out their choice for the various offices. These ballots are referred to a committee who take into consideration the recommendations contained on these ballots and reports accordingly.

Mr. FOSTER: I probably was misled by the fact that we had a Nominating Committee who made this report.

President WILSON: The ballots were passed around yesterday morning and taken up during the same morning.

Mr. FOSTER: I understand that the Nominating Committee made the report. The Committee is, therefore, misnamed.

President WILSON: It is the usual method, Mr. Foster.

Mr. MATHEWS: I don't think it is a matter of any consequence, but, as a matter of fact, I think the President is in error. We have had a Nominating Committee. I think I have served on more nominating committees than any other man in the house. In recent years we have regarded these ballots merely as suggestions; sometimes they have been written on little scraps of paper, but it has not been the intention at all that the Nominating Committee should necessarily follow these suggestions. I think Mr. Foster is correct, that we have had nominations by the Nominating Committee, and that Committee has used its best judgment. Sometimes it is guided by the ballots, and sometimes not.

Secretary QUICK: In view of the fact that this Nominating Committee does nothing more nor less than report the will of the Association expressed in the ballots, might it not be well to call that Committee the "Committee on Nominations," and not the "Nominating Committee"?

President WILSON: The Chair is open to any suggestion or motion with reference to the method to be followed, or the name of the Committee, or anything else.

Mr. HARRELL: Mr. President, it seems to me that by stating that the election shall be by ballot, this Committee is nothing more than a committee of tellers and should be known as tellers.

President WILSON: The Committee on Nominations, or something of that sort, amounts to the same thing.

Mr. WEST: I hesitated before this question was raised in nominating myself as vice-president. I would like to say as to what was done this year, so that it will be perfectly clear. The nominees proposed received the most votes on the ballots that were returned yesterday and I think myself that it would be much wiser if the present plan is to be followed that further opportunity be given for other nominations from the floor. It would take more time, but I feel that there should be an opportunity for further nominations from the floor when the nominations are handed in by the Committee.

President WILSON: The Chair is not particularly familiar with many bodies of this kind, but in all that I know anything about, a plan similar to ours is followed, except that generally there is no advanced balloting on the part of the membership; that is, there is a committee on nominations and the committee on nominations practically picks the officers for next year. This Association has for some years followed a more democratic method of trying to learn beforehand, before the report of the Committee, the will of the convention with reference to the officers by handing these ballots out and having them filled in. I think that was started in Washington in the year 1920, wasn't it, Mr. Gillis?

Mr. GILLIS: Yes, sir.

President WILSON: And that method has been followed consistently since. The method is democratic. Mr. Gillis, will you make a statement.

Mr. GILLIS: There is no question about the meaning of the constitution. The Committee has had authority to make recommendations regardless of the votes of the Association. Personally, I like the practice we have had. I think the Committee should have some authority. For example, we ask each member to vote for a president, a first, a second and a third vice-president and a treasurer; the results constituting a consensus of opinion. A man may not have the highest number of votes for president, but there may be so many people voting for him for second or third vice-president that the Committee is able to form an opinion as to what the Association wants. I think favorably of allowing the president to be elected by ballot, and giving the Nominating Committee full authority as to the others. My experience in counting these votes is that there would be in each case an outstanding man selected for president, and for first, second and third vice-president nearly everybody in the Association would receive a vote. I don't know what change could be made to bring this about, but I rather like the practice of the last two or three years. Personally, I would like to see it continued.

President WILSON: Is there any further suggestion with reference to this matter as to the election of officers?

Mr. FOSTER: The ballots could be distributed at the very first meeting of the Association in order to give the members two or three days before we have to record our decisions. We had to vote here immediately. I will take that back—I am not casting any reflection here, I don't mean it that way—but a man who can talk the loudest and can be seen the most is apt to get the greatest number of votes. Some fellow from a little school down here who might make a good president might not get any.

VOICES: Question—question.

President WILSON: The adoption of the constitution as a whole is before you. Is there any further discussion? If there is none, so many as favor the adoption of the motion that this constitution be accepted, signify by saying "Aye;" opposed, "No"—carried.

Is there any other report from committees?

Mr. COMPTON: The Committee on Transcript and Premedical Blanks has two brief recommendations.

The Committee on Transcript and Premedical Blanks recommends that this item be included among the essentials of a complete transcript, viz:

Semester or term or quarter when any course was taken.

I move the adoption of the report.

Mr. HILLEGEIST: I second the motion.

President WILSON: You have heard the suggestion of the Committee on uniform blanks with reference to the quarter or term in which the course is taken as being stated on the transfer blank. So many as favor, say "Aye;" opposed, "No."—Carried.

Mr. COMPTON: Simply to follow up what we have done, "We

recommend that a third member be appointed to take the place of Dr. Arthur G. Hall, deceased, so the Committee may continue correspondence with the medical schools as to a uniform premedical blank and with its work assigned last year of advising inquirers who plan new or changed transcripts.

C. R. COMPTON
J. G. QUICK."

I move the adoption.

(The motion was regularly seconded)

President WILSON: It has been moved, following the suggestion of this Committee, that a member of this Association be named in the place of Dr. Arthur G. Hall, deceased. So many as favor, say "Aye;" opposed, "No."—Carried.

I have a communication which I received yesterday from the Committee on Special Investigations of The Modern Foreign Language Study Group. I am going to ask Mr. Quick, the Secretary, to read it.

Secretary QUICK: This letter will afford you something to look forward to upon your return to your offices.

"My dear Mr. Wilson:

The Modern Foreign Language Study, which is operating under the auspices of the American Council on Education, is seeking as a part of its investigation certain figures regarding enrollment in French, German, Italian and Spanish in the colleges of the United States. These figures concern, first, the total collegiate enrollment in the modern languages, second, the enrollment in the first and second years of language instruction, and third, the enrollment of freshmen classified according to the entrance credits which they present in the foreign languages. We should like to have figures covering the past five years. We shall wish also, as fundamental to our purpose, certain figures regarding the number of modern foreign language instructors in the colleges, with special reference to those giving first and second year's work in these languages.

A questionnaire is being prepared which we desire to address to the Registrars of the colleges in this country, asking for this information. We shall avail ourselves of every means at our disposal to make this questionnaire as definite and simple as possible, so as to entail the least possible amount of work on the part of the Registrar's office consistent with securing information which seems fundamental for the Study. A similar questionnaire has been sent through the Bureau of Education to the secondary schools and information is thus being secured from them for the present semester. We desire to correlate with this the statistical information from the colleges mentioned above and would like to have it for the present spring session. We shall therefore hope to distribute the questionnaire on or about May 1st.

In view of the great importance of the modern foreign languages in the colleges and the necessity for a thorough study of the situation regarding them, we feel it our duty to ask the cooperation of your honorable body in this work. We beg to invite your sympathetic attention in advance to the questionnaire and respectfully

request the help of the members of your important organization when the document goes to them. In case the bringing together of this information requires any considerable outlay of time on the part of the clerical employees in your office the Study is prepared to make compensation for expenses so incurred.

Very respectfully yours,

ROBERT HERNDON FIFE,
Chairman."

President WILSON: This letter is simply an announcement to the Association of Collegiate Registrars that early in May the Modern Foreign Language Study, which seems to be a sort of corporation under the auspices of the American Council of Education, and with the cooperation of the United States Bureau of Education, will send out questionnaires to all registrars hoping to obtain certain information in regard to the study of Modern Foreign Languages in the schools, the number of students, the number of instructors, and so forth. They simply wish to notify us in advance; and note, please, the last sentence, that the Study is prepared to take care of the expense of such compilations as they ask for, if the work entails any undue outlay of time on the part of our forces. There is no action to be taken upon it.

Is there any further business?

Mr. WEST: I rise to my feet again with some hesitation, having been told that it is the duty of the vice-presidents to sit and wait. But there is a matter which has come to my attention and I really feel as though it is something which the Association has overlooked. There is no question in my mind, and I think in the minds of most of you, that the Secretary and Treasurer are really essential officers of this Association. It is nice to have the President here and a few vice-presidents sitting and waiting. It has come to my attention that, in the case of the Secretary, his Institution does not pay all his expenses to the meetings of the Association. Mr. Quick works hard and faithfully for this Association, ever since I have been a member of it and for sometime before. It does seem to me really essential to the Institution to protect itself against any inability of its secretary to be present at these meetings. I would like to move that this Association authorize that such of the Secretary's expenses as are not paid by his Institution, up to a certain amount not to exceed two hundred dollars, be paid to him.

(The motion was regularly seconded.)

Mr. GILLIS: I didn't hear the motion.

President WILSON: Will you please restate the important part of your resolution, Mr. West?

Mr. WEST: The motion was that this Association authorize the payment of such of the Secretary's expenses as are not paid by his Institution, up to a sum not to exceed two hundred dollars.

President WILSON: You mean, Mr. West, that annually hereafter, beginning with this year?

Mr. WEST: Yes.

President WILSON: Annually, beginning this year, this Association to meet such expenses of its Secretary in attendance as are not met by his own Institution?

Mr. WEST: Yes.

President WILSON: The motion has been made and seconded. Is there any discussion?

DISCUSSION

Mr. MATHEWS: Necessary expenses and not any side trips, theatres, and so forth. (Laughter.)

Mr. FOSTER: I move that it be referred to our Budget Committee.

Mr. HILLEGEIST: I second the motion.

President WILSON: It has been moved and seconded that this motion be referred to the Budget Committee.

Mr. WEST: I suppose that is not a dabatable motion and unless I am out of order I have no objection to its being so referred, but I do think it is a matter which ought to receive the most careful consideration. Even though it is referred I think the Budget Committee ought to have an expression of opinion from this Society.

President WILSON: I don't quite know how we could secure that in a preliminary way. Perhaps someone can suggest a way out. Mr. Foster's motion states, I believe, that the matter covered by Mr. West's motion be referred to the Budget Committee. Do I understand, Mr. Foster, that the Budget Committee would be put to work immediately to make up a budget for next year's expense?

Mr. FOSTER: That was the understanding of the Auditing Committee, that they be requested to report immediately.

President WILSON: How would the report of the Budget Committee ever be approved by the Association?

Mr. FOSTER: You can't do it under the present rules, because we shall adjourn here in a few minutes.

President WILSON: Exactly. Therefore, the referring of this motion to the Budget Committee simply postpones any action on it until next April, or whenever the next meeting is held. Is there any further discussion of Mr. Foster's motion?

Mr. MATHEWS: It appears to me, Mr. President, that it is rather wise to refer a subject of this kind to a committee. Mr. Gillis has been Secretary and he is to be the Chairman of this Budget Committee. He is, therefore, very familiar with the situation. I have a notion that this is a wise motion. It is possible that we might start a precedent that would be bad. This Committee can recommend retroactive action, so there seems to be nothing to lose here by referring it to a committee and possibly something to be gained.

President WILSON: Is there further discussion? If not, I will call for a vote. So many as favor Mr. Foster's motion of Mr. West's suggestion with reference to the payment of such part of the Secretary's expenses as are not met by his own Institution, to the Committee on Budget, will signify by saying "Aye"; opposed "No." The motion is carried.

Mr. GRANT (Columbia): May I move that we have an expression of opinion of the Association on that point, for the guidance of the Committee?

Mr. GILLIS: If I am to do that, I would rather get the information by ballot or correspondence. I think it deserves careful consideration and if you want me to handle the matter I would prefer to do so by correspondence. There are a number of questions to be considered.

President WILSON: The Chairman of the Budget Committee prefers another method of securing the information, Mr. Grant. Your motion has not received a second.

(The motion was then seconded.)

President WILSON: Mr. Grant's motion has now received a second. Is there discussion of this motion that we learn by a show of hands the opinion of the assembled members of this Association on the point raised by Mr. West concerning the payment of such part of the Secretary's expenses to the annual meeting as are not met by his own Institution?

DISCUSSION

Mr. STECKEL: I do not feel that I could express an opinion at this time. It is something I think that should be very carefully considered.

Mr. ARMSBY: I move the tabling of the motion.

(The motion was then seconded.)

President WILSON: It has been moved that this motion be tabled. So many as favor will say "Aye"; opposed "No." The motion has been tabled.

Is there any further new business?

Mr. GANNETT: Perhaps we can very greatly increase the interest and the attendance at our Association meetings if we can announce earlier in the year than we have done in the past, the place of meeting and the program. These remarks may be out of order, in view of the plans which the Executive Committee may have formulated—I don't know. But I would like to offer this motion so that it will appear in the records: I move that the Executive Committee be requested to give serious consideration to an early announcement of the place of meeting of the Association and an early announcement of the program of the meeting.

(The motion was then seconded.)

President WILSON: Mr. Gannett, do I understand by your motion that you mean the Executive Committee shall decide early and announce the place of meeting, the time of the meeting and the program?

Mr. GANNETT: And the program.

President WILSON: Of course, you will understand that the program cannot be announced, really, in final form, until just before the meeting.

Mr. GANNETT: I go even so far as to suggest that the Executive

Committee begin its work earlier in the year than they did last year. I will go back to my own administration—we should be ready to announce our program earlier in the year than we have in the past.

President WILSON: And particularly the time and place?

Mr. GANNETT: Yes. Many educational institutions, I think, announce their programs months in advance.

Mr. HILLEGEIST: I think it is an admirable suggestion.

President WILSON: It is customary in some associations with which I am familiar for the Executive Committee in whose hands the selection of the time and place is placed to meet before separating after the meeting is over, select the place and the time for the next meeting and to report to the Secretary. That would, of course, settle your main trouble, Mr. Gannett, and the report on the program could come as early as possible after that. Would that also meet your point, Miss Probst?

Miss PROBST: I would like to have the time and the place, or at least the place, of our annual meetings announced at the previous meetings. For instance, I would like to hear the place for the next meeting announced at this meeting. Other organizations do it, and some of them know for two years where they are going to meet. For instance, in one organization last December their meetings were announced for 1925 and 1926. I believe it would help us very much if we could have an announcement at the present meeting where our next meeting is going to be held.

A MEMBER: I am in favor of Mr. Gannett's motion, but I can see where there might be some difficulty. This question is brought up in the last few minutes of our meeting, which is in effect to have the Executive Committee announce the next meeting place before we part. I would like to move as an amendment to the motion that the purport of the motion be strengthened so that at the next meeting we can announce before we leave where the following meeting will be held, and that that be followed out in the future. I would not like to make that binding on this meeting, since it is so late now.

(The motion was then regularly seconded.)

Mr. HILLEGEIST: Miss Probst's point is very well taken, too, but we have only a limited number of our membership here and we certainly ought to give the rest of the people in the country a chance to vote on this matter. It is my opinion that the Executive Committee, through the President, should address a communication to every member within the next two or three weeks at least in regard to the place of meeting next year and in succeeding years. The Executive Committee should tabulate the returns and furnish the members with a program of meetings.

President WILSON: I wish to call your attention to the fact that not only the old constitution, but the constitution adopted a few minutes ago, has this to say: "The officers named in Article IV shall constitute an Executive Committee with power to fix the time and place of the next annual meeting, to assist the President, and

so forth. In other words, it is perfectly all right if this Association in its meeting here today wishes to give some hint or suggestion to the Executive Committee as to what it shall do with reference to the next meeting, but that is the limit of your authority under the revised constitution.

Dr. ELLIOTT: I am in favor of a motion to request the Executive Committee to give an early statement in regard to the meeting place of the next annual convention.

President WILSON: The motion is simply that the Executive Committee give an early statement, which does not imply that it be given at the time of this meeting. I would like to call the attention of the Association to one thing further in connection with the place of meeting. In the year 1919 at our meeting in Chicago, a definite motion was made and passed that the alternate meetings should be held in the central portion of the United States, interpreting that to mean somewhere along the Mississippi Valley and that the other meetings might be placed by the Executive Committee in more remote parts of the country. I think those were the words of the motion. That is to say, the meeting next year will be somewhere along the Mississippi Valley.

Mr. WEST: I will call your attention to the fact that the University of Minnesota is right on the banks of the Mississippi River.

President WILSON: Absolutely; I am sure the Executive Committee will find that true by consulting the map. (Laughter.)

Mr. WEST: I might say that I can speak for the Governor of the State of Minnesota, who is a classmate of mine. He offered to furnish me with a letter, but I replied that the matter is always settled by the Executive Committee. When the time comes, I shall ask him to send such a letter and you may expect to receive one. I would also like to extend that invitation verbally from the Mayor of Minneapolis, the Secretary of the Civic and the Commercial Association and the President of the University.

Mr. MATHEWS: I rise to a point of order. I wish to state that Mr. West's function is to sit and wait. And also, at the same time, I wish to make the point that Texas is in the Mississippi Valley.

Mr. HARRELL: I want to make this suggestion: If you want to go to the Mississippi Valley, come to what is the Valley—to the delta, to the mouth of the delta, the opening of the delta. There is a city in the mid-south that is a big railroad center; it is in another state, but it is considered by all who know it as a Mississippi town. I speak of Memphis, Tennessee. I should be very glad to see this Association come to the City of Memphis, which is on the Mississippi River. Of course, I don't know how near you can come to jumping across it up at the University of Minnesota, but here at Memphis you see the last bridge over the Mississippi. There are no bridges south of Memphis over the Mississippi River. I should be glad for you to come to Memphis.

President WILSON: I beg to state at this time that we also have invitations from several other places in the Mississippi Valley, along the Mississippi River, or, at any rate, in the Valley, one

from the University of Chicago, accompanied by an engraved invitation from the Association of Commerce of that city. We have a letter from the Secretary of the Grand Rapids Association of Commerce, issuing the same sort of invitation. All of this material will be turned over to the new Executive Committee for their guidance in choosing the place of the next meeting. With reference to the time of the next meeting, I am moved to ask for a show of hands on this point, just for the guidance of the Committee. Is it the opinion of this gathering that the date, say from the middle of April to the end of April, is a suitable time for this meeting? We have canvassed the situation year after year and we have never found any other time that met with any sort of general approval. Of course, there are a few who would want June or July, others who would want Christmas time. But the large majority has always been in favor of about the middle of April, somewhere between the middle and the end of April. May I ask that those who think this is the most suitable time to raise their hands? (Hands raised.) There seems to me a considerable majority. Mr. Grant, have you any other time you might suggest?

Mr. GRANT (Columbia): I was somewhat undecided about it, but I think I can stand it. (Laughter.)

President WILSON: Is there any further business? If there is nothing further, I will ask Mr. Quick, the Secretary, to read one or two announcements.

Mr. MATHEWS: I would like to suggest that the Executive Committee give careful consideration to the place of the next meeting. I know they will do this, however, but it is an important matter and should be given careful attention.

President WILSON: If there is no further business, I will declare the Thirteenth Annual Meeting adjourned.
